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ABSTRACT

Covering the period from July 1973 through December 1974, the project was intended to further develop and refine implementation activities from the previous grant period. High schools wishing to implement the concept of career education developed individual miniproposals and submitted them to the Caldwell career education project. A workshop was conducted for principals of the schools in order to present information about the concept of career education and to introduce methods for implementing the concept. The Caldwell Community College and Technical Institute worked with the high schools to carry out the project. Making up the body of the document (659 pages) are the following appendixes: (1) administrative workshop for principals schedule (6 pages); (2) miniproposals (175 pages); (3) complete third party evaluation and PERT (Program Evaluation and Review Technique) plan (137 pages); (4) career education inservice workshop for teachers schedule (7 pages); (5) proposed junior high school plan for Caldwell County (86 pages); (6) community college advisors workshop schedule, questionnaire, and the Caldwell experience dissemination workshops schedule (11 pages); (7) The Caldwell Experience. An Infusionary Approach to Career Education. Grades K-14 (146 pages); and (8) establishing an infusionary career education program in a local educatiiional system supplemental report of December 20, 1974 (88 pages). (LJ)

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FINAL REPORT

Project No. V361058L
Grant No. OEG-0-73-2998

"Research and Development Project to Establish and Evaluate a Model for a Comprehensive Career Education Program in North Carolina"

Conducted Under
Part C of Public Law 90-576
Title I

The project reported herein was performed pursuant to a grant from the Bureau of Adult, Vocational, and Technical Education, Office of Education, U.S. Department of Health, Education, and Welfare. Grantees undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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I. Establishing an Infusionary Career Education Program in a Local Educational System

I. (A) Time Period Covered by the Report:

July 1, 1973 through December 31, 1974

(B) Goals and Objective of the Project:

The goals and objectives of this report period were to further develop and refine implementation activities initiated in the first funding period under Grant No. OEG-0-72-0747. (See pages 7 - 11)

(C) Procedures Followed:

As a result of the new funding made available March 1973, the Caldwell Career Education Program was to further develop and refine the activities which had been attempted in the original Grant No. OEG-0-72-0747, involving six target schools. The Advisory Board for the Caldwell Career Education Project felt that it would be advisable to initiate the development of career education activities as developed during the first years of operation for the seventeen additional schools in Caldwell County and Lenoir City. The career education staff proposed, with the approval of the Career Education Advisory Board, that all schools interested in implementing the concept of career education should review the career education goals and objectives in order to develop their own mini proposal.

An administrative workshop was planned which was designed to provide all principals with the appropriate administrative procedures for project implementation. The administrative workshop was conducted in early summer of 1973 with twenty-five principals attending the week-long seminar. The purpose of the workshop was to introduce the administrators to the concept of career education, to discuss the procedures for implementing career education activities into the total curriculum, to introduce the techniques for utilizing community resource people, to develop methods and procedures for taking field trips, to correlate these activities with other subject areas, review and discuss the career education goals and objectives and select career education related materials. A copy of the workshop schedule is included in Appendix A.

(D) Results and Accomplishments:

As a result of the expansion of the program, fifteen career education mini proposals were submitted to the Caldwell Career Education Advisory Board. The Career Education Advisory Board reviewed all proposals and approved fourteen of those submitted. The project staff, working with each of the new schools, offered assistance in conducting inservice workshops to assist the teachers in each of the schools in implementing career education into their instructional program. (Copies of the mini proposals are included in Appendix B.)

(E) Evaluation:

The Caldwell Career Education Advisory Board, after having reviewed and discussed the procedures utilized for the first evaluation, decided to award the contract to North Carolina State University for the second phase of the evaluation of the career education program. The second phase of the evaluation was to determine the degree to which the project staff had corrected or implemented the recommendations made during the first evaluation report. A complete evaluation report and PERT plan is included in Appendix C.

(F) Conclusions and Recommendations:

The year-long planning and developmental activities with the Caldwell Community College and Technical Institute has proven to be most effective. Through the process of working with the individual staff members as well as department heads, appropriate activities have been defined, established, and implementation procedures are ready for fall opening.

The program of career education at Caldwell Community College and Technical Institute consists of the following components which were approved by the Career Education Advisory Board and the Executive Council of Caldwell Community College and Technical Institute:

I. Personalized Approach to Instruction/Cognitive Style Mapping
II. Advisor-Advisee Workshop
III. CVIS, a Computer Based Guidance System
IV. Evening High School
V. Minicourses
VI. Developmental Guidance

In addition, two other major activities are planned involving Orientation and Other High School Related Activities, strengthening the articulation between the Community College and the participating high schools.

Additional problems were encountered as a result of reduction of staff size and the expansion of additional schools. This would have resulted in an overload of work conditions for staff members had they continued to serve as initiators. Therefore, the staff had to move into a position of consultants. This lack of direct effort created frustrations on the part of some new teachers who were attempting to infuse the concept into their curriculum. Staff work load created situations where staff members were not available for appropriate help and assistance to each of the new teachers when problems arose. The staff made every effort to respond to teachers' requests at the earliest possible chance, but in remote incidents teachers felt that adequate help was not available.

It is recommended that a ratio of not more than fifty teachers per each coordinator be set until teachers achieve an acceptable degree of proficiency in implementing career activities with classroom procedures. The staff also feels that the extended planning time utilized by the Community College is extremely desirable and would prevent costly mistakes in attempting certain activities with inadequately oriented teaching staffs.

II. (A) Problem Area Toward Which the Project Was Directed:

The Caldwell Career Education Project which had been under operation from a federal grant (OEG-0-72) was notified in March of 1973 that they would receive additional funding effective July 1, 1973 and continue for eighteen months until December 31, 1974. This new funding would provide a means of continuing those activities which had been started under the original grant. In an effort to appraise and evaluate those activities which had been developed during the first funding period, the project director, with the assistance of the project staff, developed a proposal to include an additional seventeen schools which had not been involved in career education activities. The two local Superintendents, Mr. E. M. White, Caldwell County Schools and Mr. J. G. Hagaman, Lenoir City Schools, had indicated to the State Advisory Board for Career Education that all schools should be involved for the second phase of the Caldwell Career Education Project. The career education staff proposed that all schools who were interested in developing mini proposals for involvement in the second phase of the project operation should submit, with the help and assistance of their instructional staff, proposals which would demonstrate their need and methods for achievement for specific objectives as were identified in the first funding period of the project. The first phase of expanding and planning included a workshop for all principals in

Caldwell County. There were twenty-five principals attending the workshop. A copy of the workshop activities is included in Appendix A. During this week-long workshop, the principals were introduced to the concept of career education, methods and techniques for implementing the concept into the instructional program, and instructions on writing a mini proposal. Fifteen mini proposals were submitted to the State Advisory Board with fourteen being approved on August 30, 1973. The development of the mini proposals permitted each principal and his staff to review the career education goals and objectives and determine those objectives which would best meet their needs. Their proposal was to reflect the methodology, techniques, and time schedules needed for implementation, involvement, and achievement of these objectives.

In order to prepare for the expansion of project activities, the career education staff carefully reviewed and evaluated all the activitiy sheets which had been submitted from the six original schools. These activity sheets covered all the major activity areas. These activities centered around four major components. (1) The selection, procurement and development of the use of career related materials; (2) The selection, purchase and use of equipment; (3) The planning, identification of sites, taking the field trip and correlating the field trips with other subject areas; (4) The identification, selection and use of consultant personnel to be utilized in the instructional program. The project staff reviewed and selected career activity sheets which had received the best results during the first phase of the program implementation. Activity sheets which had proven successful and worth while were duplicated and made available for distribution to the new target schools. The equipment list and bibliography of career education materials utilized in the first phase of the project were reproduced and circulated to all of the new target schools. The effort to encourage non-target schools in the two local educational agencies to participate in the second phase of the career education project produced fourteen mini proposals for the second phase of the operation. This additional work load on project staff dictated that they redirect their activities toward that of a consultant to the local schools rather than initiating implementation techniques and procedures to each member of the instructional staffs in the six target schools.

(B) Goals and Objectives of the Project:

PRODUCT GOALS AND OBJECTIVES

I. To increase awareness of the world of work

1.1 Students will show an increase in their awareness of the world of work.

1.2 Students will demonstrate knowledge of the world of work through verbal and written communications.

1.3 Students will demonstrate awareness of the value and dignity of work.

II. To increase knowledge of career opportunities

2.1 Students will show an increase in knowledge of the educational requirements of careers. (grades 7-14)

2.2 Students will show an increase in knowledge of skills required for different careers. (grades 7-14)

2.3 Students will show an increase in knowledge of career areas. (grades 4-14)

2.4 Students will show an increase in their awareness of the world of work. (1.1)* (grades K-3)

III. To increase ability to recognize educational and career relationships

3.1 Students will show an increase in knowledge of the educational requirements of careers. (2.1)* (grades 7-14)

3.2 The student will be able to apply knowledge and skills (learning) acquired in the classroom to living and making a living. (grades 9-14)

3.3 The student will demonstrate a knowledge of the interdependence of living, learning, and working. (grades K-8)

IV. To increase decision-making and problem-solving skills

4.1 The student will demonstrate the ability to develop alternative solutions to problems.

4.2 Students will be able to demonstrate growth in self-discipline and personal responsibility.

4.3 Students will show an increase in decision-making as determined by the percentage of 12th graders having made career decisions as recorded in guidance office records.

4.4 The proportion of students applying for and entering post-secondary education and/or jobs will increase as measured by follow-up data.

V. To achieve 100% placement and follow-up of students either in additional education or work

5.1 The proportion of students applying for and entering post-secondary education and/or jobs will increase as measured by follow-up data. (4.4)* (grades 12-14)

5.2 The school will increase the number of students placed in either additional education or work.

5.3 The school will provide follow-up studies of all students for five years.

VI. To increase positive interaction within and among the schools and between the schools and the community

6.1 Positive interaction among students and between students and faculty will increase.

6.2 Positive interaction between faculty and administration will increase.

6.3 Curricular articulation and communication among schools will increase.

6.4 Positive interaction between the schools and community will increase.

VII. To enhance each individual's self-concept

7.1 Students will demonstrate positive attitudes towards themselves and others.

7.2 The positive nature of teachers' response to student achievement will increase.

7.3 The teacher will demonstrate an increased knowledge of the uniqueness of each child.

7.4 An increased number of students will be engaged in activities which reflect individual needs.

VIII. To increase awareness of the many possibilities for the use of leisure time

8.1 Students will increase their participation in leisure time activities.

IX. To increase teachers' knowledge and application of the career education concept

9.1 Teachers will show an increase in their knowledge of the career education concept.

9.2 Teachers will demonstrate increased application of the career education concept in the instructional program.

X. To reduce the drop-out rate in all target schools

* Indicates identical product objectives.

PROCESS GOALS AND OBJECTIVES

I. To provide developmental guidance (grades K-14)

1.1 Guidance personnel will meet with all students in small groups, clusters, and/or individually.

1.2 Guidance personnel will arrange on-site observation for students who express specific job interests. (4.3,6.1)* (grades 6-14)

1.3 Guidance personnel will conduct individual and/or group follow-ups of guidance activities.

1.4 Guidance personnel will provide referral services as needed.

1.5 Faculty members and guidance personnel will establish advisory advise relationships with all students. (grades 13-14)

1.6 Guidance personnel will provide inservice training on the classroom application of developmental guidance for all classroom teachers.

II. To provide career related materials

2.1 The project will provide and disseminate a variety of materials for use in classrooms, libraries and guidance offices.

2.2 Teacher-made materials will be developed.

III. To provide assistance in the utilization and integration of career related materials

3.1 The librarian and/or technician will collect materials suitable to the maturity level of the students for each teacher who requests materials for use in a specific unit of study.

3.2 The project will provide for all project teachers at least sixty hours in staff development per year stressing the infusion of career education into the curriculum.

3.3 Teachers will provide for student use appropriate industry produced resource materials.

3.4 The staff will assist classroom teachers in the development of teacher-made materials upon request.

IV. To provide students and teachers first-hand work exposure outside the classroom

4.1 Each student will participate in at least three career oriented field trips per year.

4.2 Teachers will visit two local industries per year. (6.2)*

4.3 Guidance personnel will arrange on-site observation for students who express specific job interests. (1.2, 6.1)*

V. To infuse career education into the curriculum

5.1 The project will provide for all project teachers at least sixty hours in staff development per year stressing the infusion of career education into the curriculum.

5.2 Teachers will engage in monthly meetings for reviewing and sharing of ideas.

5.3 Groups of teachers will meet to correlate curricular activities at least monthly.

5.4 The staff will provide assistance to teachers as requested in developing methods of infusing the career concept into the curriculum.

5.5 Teachers and counselors will confer to correlate guidance and classroom activities at least four times per year.

VI. To utilize community resources in providing information and experiences concerning careers

6.1 Guidance personnel will arrange on-site observation for students who express specific job interests.

6.2 Teachers will visit two local industries per year. (4.2)*

6.3 Each teacher will schedule at least three resource persons per year.

6.4 Schools will arrange for at least five resource people to provide instruction in special interest areas for interested students during unscheduled time.

6.5 Staff and schools will identify a group of community resource persons.

6.6 The staff will establish four advisory committees representing business, industry, the professions, parents, and the community at large.

6.7 The staff and schools will identify a group of organizations suitable for field trips.

VII. To provide educational and/or work placement services for all students

7.1 Principals, in consultation with guidance personnel and classroom teachers, will place each student in the appropriate educational setting. (grades K-9)

7.2 The staff will assist teachers in identifying the individual needs of students.

7.3 Guidance personnel through continued monitoring will assist each student in selecting an appropriate educational or work setting. (grades 9-14)

VIII. To incorporate decision-making and problem-solving activities into the education program

  8.1 Students will engage in activities designed to build problem-solving and decision-making skills daily.

  8.2 Teachers will employ activities which build problem-solving and decision-making skills daily.

IX. To provide students with opportunities to evaluate individual or group behavior

  9.1 Teachers will provide opportunities for students to evaluate individual or group behavior patterns.

X. To provide experiences which will cause enhancement of each individual's self-concept

  10.1 The staff will provide staff development of at least sixteen hours to assist teachers in developing skills in enhancing student self-concepts.

  10.2 Teachers will demonstrate an increased utilization of methods and techniques which enhance student self-concept.

XI. To provide opportunities which create an appreciation of and interest in the cultural arts and crafts

  11.1 Each student will be exposed daily to at least one of the many art forms.

  11.2 Teachers will provide daily opportunities for students to observe the beauty of their world.

* Indicates identical process objectives.

DIRECTOR'S PROPOSAL FOR THE CALDWELL CAREER EDUCATION PROGRAM
July 1, 1974 - December 1974

Since the career education program is now in its final stages, the following proposal seems appropriate for the activities during the remaining time of our project. Therefore, the director recommended the following activities to the Career Education Advisory Board, July 1974.

1) All schools in the city/county have been involved in the project for one or two years except Dudley Shoals Elementary, Hudson Elementary, Whitnel Elementary and Granite Falls High. It is proposed that the career education program sponsor three inservice workshops for these schools utilizing the supervisory staff for: a) primary, b) elementary and c) high school. This workshop should be at least sixteen hours in length in order to obtain renewal credit for teachers who may need such renewal credit. The purpose of these workshops will be to introduce the concept of career education, methods for implementation, development of teacher-made career materials and how to utilize community resource persons. The project has sufficient funds to pay each teacher a stipend of $50.00 (five ½ days) for participation. A copy of the proposed workshop is included in Appendix D.

2) All twenty-five schools should be able to participate in the use of project funds for transportation for field trips until December, 1974. Transportation costs averaged $123.00 per school during the last year. The cost was somewhat higher during the 1972-73 school year when only six schools were participating. The energy crisis greatly curtailed field trips during the 1973-74 school year,

but there is approximately $4,000.00 remaining in our budget for transportation, and the project staff feels that this is an adequate amount for this line item until project completion date.

3) Funds for the purchase of commercial materials will be extremely limited this fall. The project has $600.00 remaining for materials and some of this amount will be needed to cover office supplies. The project has already purchased $66,000.00 in career education materials since the project beginning. The County School Board made a request for $65,000.00 to continue career education but the County Commissioners approved only $5,340.00 for materials. This cut leaves a greatly reduced amount to be used for career education materials, therefore, the staff is recommending that the four new schools who have not participated in the program be given first priority in the use of these local funds. This recommendation will require the approval of the Caldwell County Board of Education.

4) Consultant fees remaining in the budget amounts to $2,500.00. The staff feels that we have had excellent response from the use of consultants by subject teachers during the last two years and hopes that we can continue these activities. It is recommended that approximately $450.00 of these funds should be allocated for use in the three inservice workshops. We feel that we have excellent practitioners of the career education concept in the target schools and the staff proposes that we employ six, two for each area, for not more than two half days at the rate of $40.00 per day to assist in the introduction of the career education concept to the four new schools. The use of the remainder of the consultant fees should be based upon need, availability of consultants for specific areas, and other new areas which may become available.

These activities should be closely correlated with subject areas and must involve all teachers within a department.

5) Equipment expenditures are not quite as limited as materials. The career education budget has approximately $3,000.00 left for equipment. It is recommended that these funds be made available for the four new schools and the Extended Day School use. This amount will not meet the total needs, but will go far in bringing these schools' needs up to par.

The above recommendations for project funds are exclusive of our commitment to Caldwell Community College and Technical Institute. Dr. Don Altieri and the staff have been working closely together in planning for the continuation of their activities. Since they have approximately $18,000.00 in unused funds, they plan to continue the same procedures as has been followed during the past academic year. This will include: Developmental Guidance and Career Exploration, Personalized Instruction and Cognitive Style Mapping, CVIS, Extended Day School and Minicourses for Interest and Introductory Skills.

Present plans indicate that all of these activities will continue beyond project completion. Funds will be provided by the college and the North Carolina Appalachian Consortium.

The project staff has now been reduced to the director, secretary, bookkeeper and the community college coordinator who are directly involved with the Caldwell County Schools and three part-time persons who are involved with the community college program. This change in personnel dictates changes in our working relationship with the participating agencies.

The middle-grade coordinator has left the project to become a supervisor of elementary education with Caldwell County, and the high school coordinator left to become the director of a new federally funded program in cooperative education. The other professional staff members have been employed by Caldwell County or have found other employment. This reduction of staff personnel and new responsibilities dictates that the director functions as a consultant to the supervisory staff in planning and developing activities to continue the career education program. The director feels this approach will best permit the total program to become infused with the regular curriculum program now in operation. The director's responsibilities with the night school will demand approximately half time duties with the remainder being used in writing final reports and assisting the supervisors in continuing to develop and strengthen the career education concept.

In addition, the director recommended that the Career Education Project contract with Appalachian State University for the development of a Junior High/Middle School program for the continuation of the concepts initiated during the two years of the project's operation. It was felt that this approach was needed since the merger of the two school units and the decision to move toward a 6-3-3 organizational plan instead of the 8-4 system which had been utilized. A copy of the Proposed Junior High School Plan for Caldwell County is included in Appendix E.

These proposals and recommendations were approved as presented.

The program of Career Education at Caldwell Community College and Technical Institute consists of the following components which were approved by the Career Education Advisory Board and the Executive Council of Caldwell Community College and Technical Institute:

I. Personalized approach to instruction/Cognitive Style Mapping
II. Advisor-Advisee Workshop
III. CVIS, a computer based guidance system
IV. Extended Day High School
V. Minicourses
VI. Developmental Guidance

In addition, this report includes two other major activities, Student Orientation and Other High School Related Activities. These two activities, although not directly funded by project funds, represent important ideas and concepts related to career education.

A report for each of the activities has been prepared and is included in this document. A similar format was utilized in preparing each of these reports. The format included a statement and description of the activity or program, personnel involved, procedures followed, equipment and materials utilized, results and recommendations and costs involved. Because of the nature of the activities, this format was not followed exactly in all cases, but each report is complete within itself and is self-explanatory. Some of the activities are not complete yet and therefore the included reports should be considered as preliminary. A final report of each activity will be prepared at the completion of this school year and additional information may be obtained by contacting Dr. Don Altieri, Caldwell Community College and Technical Institute, P. O. Box 600, Lenoir, North Carolina 28645.

PERSONALIZING INSTRUCTION AND COGNITIVE STYLE MAPPING

Dr. Benjamin S. Bloom states, "Only about a third of the nation's students really master the skills and concepts presented to them in school, but ninety-five percent are capable of doing so." One way to change this situation is to stop using individual differences as a means of determining who does well or who fails in group competition, and instead, adapt to differences in cognitive (learning) styles as a means of varying teaching techniques to insure the individual's success in his educational program. Many students learn at a slower rate, so we should seek ways to change the time required for mastery and optimum results.

Plans were formulated at a meeting of faculty and staff members of Caldwell Community College and Technical Institute in July, 1973 for the experimental use of Cognitive Style Mapping. The committee decided that all incoming freshmen would take the three hour evaluation. This evaluation consists of ten tests which are both oral and written, timed and untimed. These tests are specifically designed to discover how the student preceives his world. The purpose is to help tailor the student's education at CCC & TI, to reflect the way he learns and thereby offer him the greatest likelihood of success in learning.

The approach is called Cognitive Style Mapping and the main proponent of its development as an educational science is Dr. Joseph E. Hill, President of Oakland Community College in Bloomfield Hills, Michigan. Dr. Hill states, "Education is a search for meaning. If man derives meaning from his environment through symbols and their meaning plan a fundamental role in education."

Reflecting this view is the three-hour battery of tests given to incoming students. The test results are sent directly to Oakland Community College where they are fed into their IBM computer (System 360 Model 50) to produce a tabular "map" of 64 traits that describe how each student thinks and learns - his cognitive style. A profile printout is made for each student. The measured traits can produce 2,304 combinations that show how the student handles qualitative and theoretical symbols, how cultural influences affect the way he gives meaning to symbols, and how he derives meaning from the symbols he perceives. In practice, the "maps" have produced up to 19 ways of teaching the same course materials, each one aimed at a particular kind of learning style.

The student's map helps him and his counselors determine, for example, whether he would probably be better suited to learning chemistry in a classroom setting, by individual study with programmed materials, through informal conferences with other students, or by combining all of these approaches in patterns that change from unit to unit during the course. The result is a "personalized educational prescription" - a suggested game plan intended to make the student's learning process as fruitful as possible.

Courses in the curriculum are broken down into units of a few weeks. These units are actually mini-courses - each having well-defined goals.

Students take tests to move from one unit to the next. They must succeed in each unit before moving on. Successful completion of each unit reinforces a student's positive view of himself and of the course material.

Constant interaction with faculty, paraprofessionals, and tutors is designed to guarantee performance by the student. By analyzing his performance and modifying his prescription, the educational program of each student is humanized and personalized.

The common negative experience of receiving low grades after long studies is replaced by a succession of small victories, leading to total success in the course. The small victories, and therefore, the students ultimate success, depend upon extraordinary resources which are integral to the program.

An array of coordinated learning facilities helps broaden the student's options. A student whose cognitive style map indicates he will progress fastest with tutorial help will find the Advancement Laboratory most useful. There he can use programmed texts, reading machines and films. Faculty are available to help him with difficulties.

Or, a student who works best in an informal group will find the "carrel arcades" most conducive to learning. These offer multi-sensory audiovisual equipment to view videotaped lectures and to listen to instructional tapes or view slides. They also offer talk sessions with other students guided by a student tutor.

Other options open to students include seminars with instructors or visits to the library with its variety of instructional packages and microfilms in addition to the usual library materials.

In all cases, the student is free to use any or all of the resources available whether his instructor is among those participating in the cognitive style mapping or not.

Personalizing instruction and cognitive style mapping has been employed in English, Mathematics, Accounting, Sociology and Psychology during the 1973-1974 school year.

Over three hundred students have taken the Cognitive Style Mapping tests. One of the main problems we encountered with CSM, is the length of time required to return the test results from Oakland Community College. We were faced with a twenty day average turn around time which is too long a time. This problem will be corrected in the near future because we have been given permission by Dr. Hill to use the program in our computer.

Program Content, Approach Utilized, and Evaluation

Data on the results of each curricula area (English, Math, Business, Sociology and Psychology) may be obtained by contacting Dr. Donald Altieri, Caldwell Community College and Technical Instutite , P. O. Box 600, Lenoir, North Carolina 28645.

ADVISOR-ADVISEE WORKSHOP

Statement of the Problem

The advisor-advisee workshop resulted from an expressed need by faculty and staff who served as advisors to students. The advisors indicated that there was a need to improve their skills as advisors. This need fitted with two of the overall project objectives: improvement of self concept and career planning. A viable advisor-advisee relationship would serve as an excellent vehicle for the improvement of the self concept of students as well as provide effective career planning.

Description of Program

The plan for the program, in this case a workshop, was designed and implemented by the director of counseling, Claudia Kincaid. The director of counseling has the responsibility for handling the logistics of advisors and advisees. It was decided that a one day workshop would serve the needs fo the advisors. A program was designed and a workshop leader identified. (Appendix F)

Personnel Involved

All faculty and staff members who served or would serve as advisors were invited to the workshop. Other staff members who attended included the director of counseling, dean of student affairs, the registrar, the vice president of administration and the dean of educational development.

Results and Conclusions

The workshop was judged, by those in attendance, to be successful in that it met the felt needs of the group. Advisors and advisees indicated that 'the role of the advisor had been more clearly defined than ever before'.

Costs Involved

Outside costs included a consultant fee and expenses for the workshop leader.

The following job description of a faculty advisor was presented by Dr. Ed Harrill, Appalachian State University.

JOB DESCRIPTION OF
A
FACULTY ADVISOR

A faculty advisor receives a student as a person worth listening to, and one who has a right to be at the respective institution. The advisor's task is to learn the nature of the student's inquiry and/or to help the advisee to identify his desire. Supplying accurate information relevant to the inquiry is the second task. Often included among the information requested are such factors as: admission policies, requirements and procedures, specific curriculum offerings, prerequisites and requirements; financial aid available, along with corresponding stipulations; names of persons or offices which are responsible for specified tasks, including counseling; relationships of curricula to job opportunities. An advisor does not try " to be all things to all students" but readily refers when appropriate, thereby saving his and the student's time. An advisor assists in institutional record keeping with pertinent factors such as results, proficiencies, grades, curricular and/or graduation requirements. An advisor frequently participates in a liaison capacity; his tasks concern academic emphasis and progress of his respective advisees.

Conclusions and Recommendations of Faculty Members Related To Advisor-Advisee Workshop in a Joint Meeting of Advisors of Vocational and Technical Students Following Advisor Workshop, August 24. Ron Kiziah, Presiding; Marischa Cooke, Recorder.

The meeting was in the form of informal discussion of the workshop. The consensus was that the workshop had been beneficial. The feeling was that the role of the advisor had been more clearly defined than ever before. Those at the meeting were impressed by the presentation by some of the faculty members, and they requested that copies of the forms and other materials presented by Ledbetter, Morgan, and Thomas be made available to them.

Dr. Harrill's presentation was discussed. While it was felt that he spoke from his own academic setting, it was also felt that his comments were valuable and could be adjusted to our own situation.

The value of advisement was discussed, both its quantity and quality. The question of advisement as opposed to orientation was raised. Several instructors wondered if the two should, in fact, be combined or whether they are two distinct entities.

It was noted that letters announcing the two-day orientation had been sent to students applying for an evening program. The instructor expressed concern that since many of these people had day jobs, they would either forget about coming to CCC & TI or lose two day's pay in attempting to comply with the request they attend. She was in the process of calling these people to say, "This does not mean you."

The group agreed that the assignment of advisees is a vital point in the advisement process. There is strong and almost unanimous opinion that when vocational and technical students have advisors outside their curricula, they will naturally seek advisement from instructors in their areas. Therefore, the vocational and technical instructors strongly recommend that, when possible, vocational and technical students be assigned to instructors in their curricula. This problem does not exist to any extent with the college transfer, and the group foresaw no difficulty in advising them.

CONCLUSIONS & RECOMMENDATIONS

OF

COLLEGE TRANSFER ADVISORS

M. Greene, Leader

1. The group discussed additional ways of improving the advisement process. Items included the use of students schedules, the check sheet for the AK/AS.

2. Continued emphasis was placed on long-range planning - especially maintaining contracts with the senior institutions. Much information is found in Policies on Transfer to the Senior Colleges in North Carolina. One copy is in student services; one copy is in the faculty office. Student services also maintains a file folder of information received from individual senior institutions. UNC has a transfer check-sheet available.

3. Mrs. Kincaid pointed out that students do not loose any hours in transfer, they are counted as electives.

4. Advisors were cautioned that some of CCC's relatively new courses may cause some problems e.g., Art III, Pottery - may not by used to fulfill humanities - but may count as an elective. Some of the new psychology courses may correspond to junior or senior level courses elsewhere - and may transfer as electives for non-majors. Physical geography is a natural science; regional and economic geography are social sciences.

5. Advisors with students in pre-teaching transferring to ASU should take physical science and American history.

6. Students transferring to ECU will have real problems with math - because ECU has so many specialized math courses. Advisors should check this carefully.

7. All advisors who get news of changes from the senior institutions should send this information to student services - Kincaid - so it can be distributed to all faculty members.

Our group dealt with very specific information. We put emphasis on planning and on helping the student realize that there was flexability in their program.

Barbara Thomas
Recorder

REPORT ON COMPUTER BASED GUIDANCE AND STUDENT INFORMATION SYSTEM

(CVIS)

Statement of the Problem

There is a need to provide junior high, senior high, and college students with a wide range of vocational information based on a student's interests and abilities

Description of the Program Employed

A computer based guidance system called CVIS (Computerized Vocational Information System) has been developed at Willowbrook High School, Villa Park, Illinois by members of the guidance staff with technical support. It was designed "to provide students with a sophisticated tool with which to explore information about self, occupational, and educational opportunities." The project was funded by the State of Illinois Board of Vocational Education and Rehabilitation, Division of Vocational and Technical Education. With certain restrictions the project is available to educational, non-profit institutions and agencies. This system has been made available to CCC & TI through TUCC from North Carolina State University; however, only the junior high school level (JHS) sub-system and the vocational exploration portion (HSVE) of the senior high school level sub-system are operational at this time.

Personnel Involved

Ms. Sandy Duncan, data processing technician, was in charge of researching and testing the CVIS sub-systems for our use. Her contact at NCSU is Mr. Mac Frye of the computer center. She is presently assisting the high school counselors individually in becoming familiar with the system through demonstrations in accessing the program and operating the terminal. To date she has worked with the counselor and principal from Gamewell-Collettsville High School, a counselor from Hibriten High School, and a counselor from Hudson High School. The counselors will in turn instruct the high school students in these procedures. Demonstrations have also been held for three members of the Career Education Project, four counselors here at CCC & TI, and three of the administrative staff of the college.

Procedures Followed and Equipment Used

A cathode ray tube (CRT) terminal was purchased from Tektronix, Inc. along with an acoustic coupler. This is the type of terminal for which CVIS was designed and is also light enough to be transported to the high schools. A WATS line was leased by CCC & TI so that the coupler can be plugged into a school's telephone at no charge to them.

There is no arrangement at present for us to enter a student's record and number into the system. This necessitates a dependency on the user services at NCSU computer center for fictitious student numbers with which to access the system. This also has the unfortunate effect of having the computer relate an incorrect name, which it associates with that number, to the person at the terminal. Since these programs (JHS and HSVE) have some phases which can be activated only once for each student number, each student who is going to participate fully in the program will need his own fictitious student number.

The CRT terminal was installed at Gamewell-Collettsville High School on April 8, 1974 with plans for it to remain there for two weeks. The counselor there is currently scheduling students for sessions on the terminal. The CRT terminal will be used next by students at Lenoir High School and then by Hibriten High School and Hudson High School students before the end of the year. Each participating student will be asked to fill out a student-reaction questionnaire which was developed by Dr. Walter Cox of NCSU. (Appendix G)

Data collected through the CVIS Questionnaire has been forwarded to Dr. Walter Cox, Jr., Pupil Personnel and Guidance Services, School of Education, Poe Hall, North Carolina State University, Raleigh, North Carolina. Inquiries concerning the CVIS Program should be directed to Dr. Cox, or Dr. Donald P. Altieri, Caldwell Community College and Technical Institute, P. O. Box 600, Lenoir, North Carolina. Both the above persons have complete descriptions and programs as utilized by the Caldwell Career Education program.

Costs Involved

A part-time data processing technician was employed at a cost of $3,630.00 to date. The CRT terminal was purchased at a cost of $5,800.00. The WATS line was leased at a cost of $125.00 for four months. These three items were paid for out of career education funds. The acoustic coupler was purchased at a cost of $300.00 paid for out of regular college funds. Cost per student session is being estimated now at $3.00 a session. More accurate cost figures will be available soon since the terminal is now operational in a school setting. This item is being paid for out of career education funds.

REPORT ON EXTENDED DAY HIGH SCHOOL

The Extended Day High School began operating in October, 1972 and is continuing to date. The first nine months of operation was directed toward developing a program to meet the needs of students with special learning problems. A report on the purpose, program employed, procedures, results, and recommendations for the initial operation period are available from Dr. Don Altieri at Caldwell Community College and Technical Institute, Lenoir, North Carolina.

During the second year of operation further development of materials and procedures were refined and implemented. A report on the current status of the Extended Day High School is available from Mr. Charles E. Waters, present director of the Extended Day High School.

The Extended Day Program differed from the advancement lab program at Caldwell Community College and Technical Institute in that it provides an individualized program with tutorial assistance, counseling, closely supervised instruction, job placement, and on-the-job supervision. In addition, the areas of instruction were expanded beyond the four traditionally required for the high school equivalency diploma (math, science, social studies, and English) to include many vocational and special interest subjects.

Sample monthly statistical reports are provided on page 31. Approximately 90% of the students are employed, a number of whom have been placed on jobs through the Extended Day High School. There have been more than 100 students to complete either the high school equivalency or the high school transfer program between October, 1972 and December, 1974 with at least 40 more scheduled to complete their program before June 1, 1975. Most of the high school transfer students who have returned to regular high school have made a good adjustment. Of the high school equivalency graduates, several are in college. There has been no teacher changes since the program began in October, 1972.

STATISTICAL REPORT FOR MARCH, 1974

Enrollment	3/28/74	43
Actual Number of New Students in March		12
Average Attendance in March		22
Completions in March		4
Dropped (Excessive Absences)		2
Employed	3/28/74	39
Unemployed	3/28/74	4
Desiring Work	3/28/74	0

STATISTICAL REPORT FOR DECEMBER, 1974

Enrollment	12/31/74	74
Actual Number of New Students in December		7
Average Attendance in December		41
Completions in December		5
Dropped (Excessive Absences)		5
Additional Students Employed in December		2

REPORT ON MINI COURSES

Statement of the Problem

Many of the students who attend CCC & TI need to secure part-time and/or summer employment. Whereas many of the students enrolled in the technical and vocational programs learn skills which aid them in finding employment, those enrolled in the college transfer program do not to the same extent.

Another desire was to make available to all students from an avocational prospective some of the many cultural enrichment and avocational skill opportunities available at the college.

Description of the Program Employed

It was decided that a series of mini courses which would address themselves to the aforementioned objectives would be offered in the winter and spring quarters of 1973-1974. These courses would be of differing lengths depending on the course objectives. The students would register for them during the regular quarter registration period. Courses would primarily be taught during the 11 o'clock hour on Tuesdays and Thursdays, although other times would be considered either day or night. Credit would be given for satisfactory completion of the course.

Personnel Involved

The objectives were explained by the vice-president of instruction to the department chairmen who in turn explained them to the faculty members in their departments. The faculty members were asked to submit a plan for courses which they would be willing to teach. A student questionnaire which had been planned in the initial procedures was not produced; however, some of the instructors did solicit suggestions from their students. Each department chairman sent the course plans of which he approved to the vice president of instruction for his approval.

Results and Recommendations

Those classes which did not have approximately eight or more students registered were dropped from the schedule. It appears that the mini courses have been more successful in attracting vocational students to sample avocational fields of interests than in attracting the college curriculum students to sample the vocational fields of interests. The vice president of instruction is in favor of offering mini courses again next year. He recommends reducing the number of courses offered and giving them increased publicity.

DESCRIPTIONS OF MINI COURSES

Auto Basic Tune-up Procedures

This course is designed to give the student basic knowledge and skills needed to maintain and repair the automotive electrical and fuel systems, to include operation of special equipment and basic hand tools and electrical fuel system problem diagnosis.

Awareness-Risk-Experience

This course is an experimental approach to growth, a condensed laboratory of life experiences based on the theory of risk as a pre-requisite to growth. Through structured experiences, the students will take physical, social and psychological risks in order to improve their inter-personal and intra-personal relationships.

Introduction to Backpacking and Rock Climbing

To introduce students to the growing sport of backpacking and rock climbing.

Canoeing

This course includes lectures and laboratory practices in the basic skills of lake and river canoeing. All basic strokes will be covered, as well as methods of boarding and debarking. Fundamentals of canoe safety and rescue will be emphasized.

Car Care for Women

This course is designed to acquaint the student with operation and preventatives maintenance of an automobile. At the end of the course the student should be able to determine when the automobile needs scheduled preventative maintenance. Included will be emergency operation and basic owner diagnosis of possible problems in the auto.

Introduction to Furniture

Values, Design, Materials, Construction, Upholstery, and Furniture care will be covered.

How to Secure Employment

This course will include the correct method by which letters of application, resumes, and follow-up letters are prepared. Interviewing techniques will be practiced that will help in the securing of employment.

How to Operate a Ten-Key Adding Machine

This course includes instruction in the touch system of number entries, which is used on all ten-key adding machines, printing calculators, and electronic calculators.

Human Potential

The objectives of the Seminars are an increase in self-affirmation, self-motivation, self-determination and an empathetic regard for others.

Fundamentals of Numerical Control (Coed)

This course is designed to give an understanding of the capabilities of Numerical Controlled equipment. It will include some of the history of N/C equipment, general advantages and restrictions of N/C equipment, how to program N/C equipment and specific projects on tape preparation and machine setup and operation. Upon completion of the course the student will have an understanding of "tape talk".

Nursing

This course is designed to introduce the student to a mini view of nursing. Also it is designed to give the student a workable knowledge of some of the more basic nursing skills.

Basic Machine Shop Operations (Coed)

This course is designed to give the student a basic knowledge of the machine tools, to include selected operations on the lathe, the milling machine, the drill press and grinders. Upon completion the student will not have a command knowledge of the machines but will have an operators view of the various machines.

Sculpture Welding

This course will include basic welding instructions in both electric and oxyacetylene welding. The emphasis of the course will be on joining metal with the student utilizing his own ideas for projects. All welding equipment will be furnished, but metals such as copper, etc., will be furnished by the student.

Introduction to Drama, Introduction to Poetry, and Introduction to Fiction

These courses taken together comprise English 103 is the study of the English language through the medium of literature, drawing from all literary forms. As a mini-course, the student can take one section of this course under the title listed above.

DIFFUSIONARY ACTIVITIES CCC & TI COMPONENT

Mr. Rex Sigmon, dean of student affairs, has visited various high schools in the area to inform the students about programs offered at CCC & TI. He included in these talks discussion of CCC & TI's role in the career education project and the use of cognitive style mapping at the college.

1. Lenoir High School - one group of approximately 400 students.
2. Newton-Conover High School - three groups of vocational students with approximately 30 students in each group.
3. St. Stephen's High School - six groups of approximately 30 students in each group.

Ms. Phyllis Huffstetler, developmental counselor, along with Mr. Sigmon presented a workshop on cognitive style mapping at the N. C. Community Colleges Student Services Personnel Association meeting in Winston-Salem, North Carolina.

Ms. Huffstetler was a participant on a panel on developmental studies at the N. C. Association of Developmental Studies meeting in Charlotte, North Carolina. The subject of her discussion was cognitive style mapping.

Ms. Huffstetler also visited a graduate class in developmental studies at Appalachian State University in Boone, N. C. to share with them some of her experiences with cognitive style mapping.

Dr. Don Altieri, dean of educational development, presented the program in conjunction with the other members of the Lenoir and Caldwell County career education project at the annual meeting of District 15 of the N. C. State School Boards Association. About 100 people attended this meeting which was held in Lenoir, North Carolina.

There are three one day comprehensive workshops planned for disseminating information concerning the career education project at CCC & TI to personnel from N. C. Community Colleges and Technical Institutes. These workshops are being held at locations which span the state: one at CCC & TI on June 4, 1974; one at Randolph Technical Institute on June 6, 1974; and one at Lenoir Community College on June 13, 1974. Conducting these workshops will be Dr. Altieri, Ms. Huffstetler, and other staff and faculty who have been directly involved in the career education activities at CCC & TI.

REPORT ON CAREER EDUCATION WORKSHOPS
FOR NORTH CAROLINA COMMUNITY COLLEGES AND TECHNICAL INSTITUTES

Twelve members of the faculty and staff of Caldwell Community College and Technical Institute made up the team conducting the workshops at three regional locations throughout the state.

At the workshop on June 4, 1974 at Caldwell Community College and Technical Institute the following 11 community colleges and technical institutes were represented:

Caldwell Community College and Technical Institute
Catawba Valley Technical Institute
Gaston College
Haywood Technical Institute
Isothermal Community College
McDowell Technical Institute
Rowan Technical Institute
Southwestern Technical Institute
Tri-County Technical Institute
Western Piedmont Community College
Wilkes Community College

At the workshop on June 6, 1974 at Randolph Technical Institute the following 8 community colleges and technical institutes were represented:

Central Carolina Technical Institute
Davidson County Community College
Forsyth Technical Institute
Guilford Technical Institute
Montgomery Technical Institute
Randolph Technical Institute
Richmond Technical Institute
Stanly Technical Institute

At the workshop on June 13, 1974 at Lenoir Community College the following 16 community colleges and technical institutes were represented:

Beaufort County Technical Institute
Bladen Technical Institute
Cape Fear Technical Institute
Carteret Technical Institute
College of the Albemarle
Halifax County Technical Institute
James Sprunt Institute
Johnston Technical Institute

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Lenoir Community College
Nash Technical Institute
Piedmont Technical Institute
Pitt Technical Institute
Sampson Technical Institute
Vance-Granville Technical Institute
Wayne Community College
Wilson County Technical Institute

In all a total of 35 community colleges and technical institutes and one four year university (Appalachian State University) were represented at the workshops.

PRESIDENT
DR. H. EDWIN BEAM
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Chairman
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Vice Chairman
W. L. DAVANE
Secretary
J. WADE KINCAID
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WESLEY E. COLLINS
MAX DOLL
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WILLIAM M. LOVELACE, JR.
HUGH M. WILSON

CCC ti CALDWELL COMMUNITY COLLEGE
and TECHNICAL INSTITUTE
BOX 600 / LENOIR, NORTH CAROLINA 28645 / BOX 584 / HUDSON, NORTH CAROLINA 28638
PHONES / LENOIR, AREA CODE 704/728-4323 / GRANITE FALLS, AREA CODE 704/396-3311

May 17, 1974

Caldwell Community College and Technical Institute has planned a series of career education workshops to be held in three locations across the state. The purpose of these workshops is to provide a means of disseminating career education concepts which have been investigated during the past year. It is felt that many of these concepts could be beneficial in the development of similar activities in your institution.

Enclosed you will find information regarding specific plans for the workshops. We hope you will name a team of participants from your institution to include faculty, counselors and administrators.

Thank you for your interest. We look forward to seeing you at one of the workshops.

Sincerely,

Ben E. Fountain Jr.

Ben E. Fountain, Jr., State President
Department of Community Colleges

H. Edwin Beam

H. Edwin Beam, President
Caldwell Community College
and Technical Institute

sf

Enclosures

CAREER EDUCATION WORKSHOPS
FOR
NORTH CAROLINA COMMUNITY COLLEGES
AND
TECHNICAL INSTITUTES

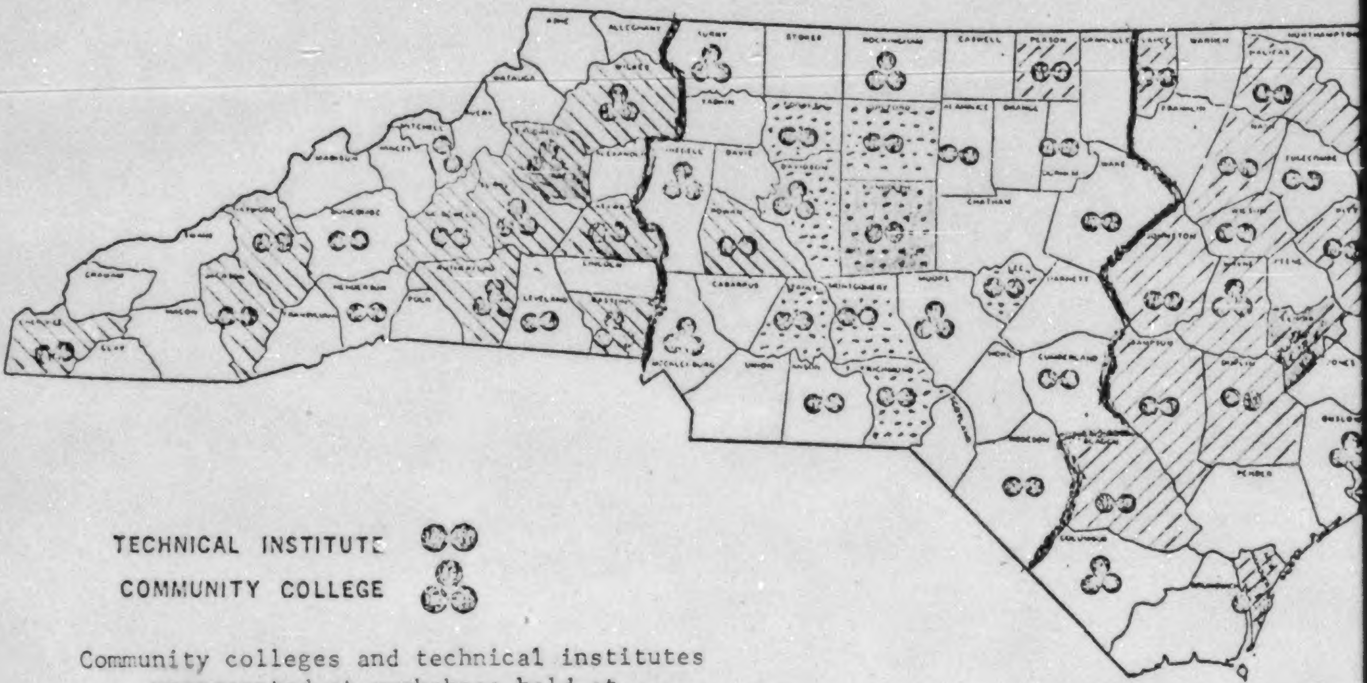
9:30 - 10:00 a.m.	Registration
10:00 - 10:05 a.m.	Welcome
10:05 - 10:45 a.m.	Overview - Career Education Department of Community Colleges Caldwell Community College and Technical Institute
10:45 - 11:00 a.m.	BREAK
11:00 - 12:00 noon	Concurrent Sessions a. Evening High School Program b. Student Orientation/Mini Courses c. CVIS and Other High School Related Activities
12:00 - 1:00 p.m.	LUNCH
1:00 - 2:45 p.m.	Personalizing Instruction and Cognitive Style Mapping
2:45 - 3:00 p.m.	BREAK
3:00 - 4:00 p.m.	Concurrent Sessions a. Evening High School Program b. Student Orientation/Mini Courses c. CVIS and Other High School Related Activities

WORKSHOP DATES AND LOCATIONS

June 4, 1974	Caldwell Community College and Technical Institute Lenoir, North Carolina
June 6, 1974	Randolph Technical Institute Asheboro, North Carolina
June 13, 1974	Lenoir Community College Kinston, North Carolina

Distribution of Community College Personnel Attending Diffusionary Workshops on Ca

NORTH CAROLINA SYSTEM OF INSTITUTIO



TECHNICAL INSTITUTE

COMMUNITY COLLEGE

Community colleges and technical institutes
represented at workshops held at

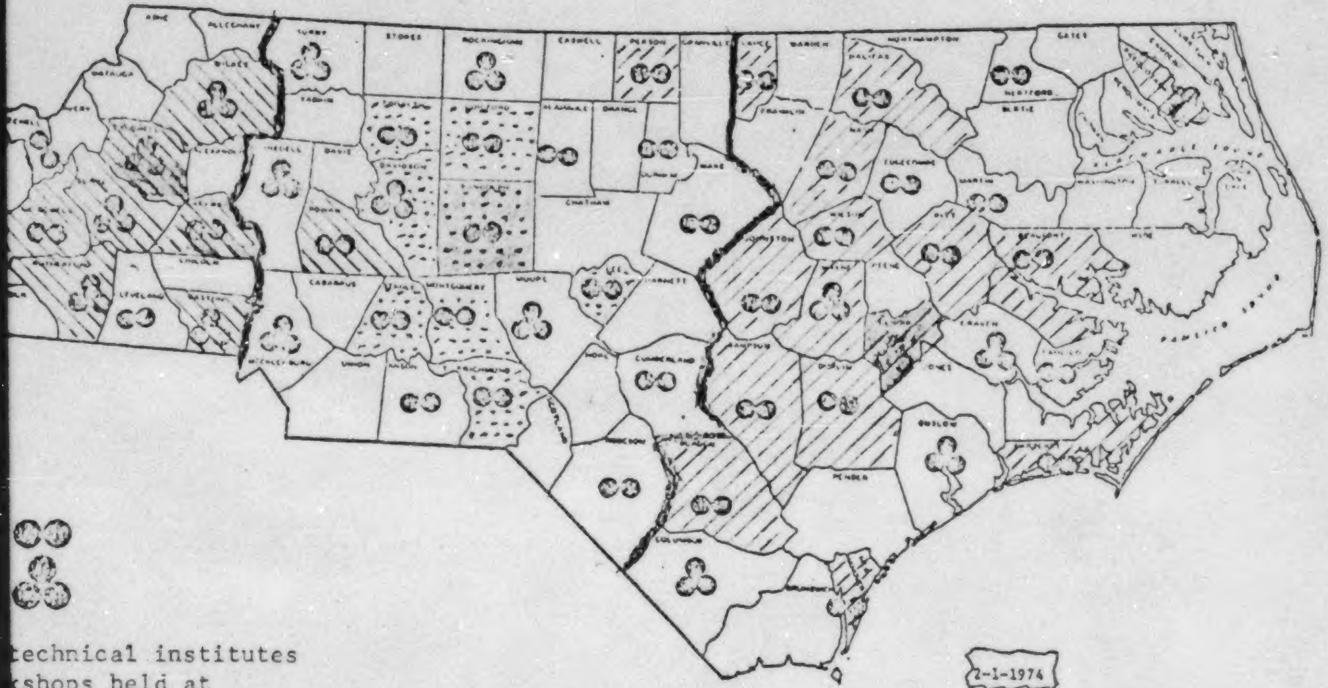
▧ Caldwell Community College & Technical Institute

▦ Randolph Technical Institute

▨ Lenoir Community College

Community College Personnel Attending Diffusionary Workshops on Career Education

CAROLINA SYSTEM OF INSTITUTIONS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BERTIE
WATAUGA
WILKES
YADKIN
IREDELL
DAVIE
ROWAN
DAVIDSON
ALAMANCE
ORANGE
CHATHAM
WAKE
FRANKLIN
JOHNSTON
EDGECOMBE
MARTIN
BEAUFORT
HYDE
CRAVEN
JONES
ONSLOW
DUPLIN
SAMPSON
PENDER
CUMBERLAND
HARNETT
LEE
MOORE
MONTGOMERY
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MECKLENBURG
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PUBLIC SCHOOL RELATED CAREER EDUCATION ACTIVITIES

EXPLO-TECH DAY

Seniors from all of the high schools in the county were invited to "Explo-Tech '74" day at Caldwell Community College and Technical Institute on February 21, 1974. The counselors at the various schools talked to their students about the program areas they could explore at the college and asked them to select the three areas that they were most interested in visiting.

The interest areas included all of those in which CCC & TI offers a technical or vocational curricula. General information was furnished to the students as well. Other community colleges in the area were invited to exhibit vocational curricula areas not available at CCC & TI.

About 300 students attended the day long event which climaxed with a cookout sponsored by the Student Government Association. Several college students as well as the Hibriten High School Stage Band entertained the students with a musical program.

PUBLIC SCHOOL RELATED CAREER EDUCATION ACTIVITIES

Campus Tours

The campus is always open to groups who are interested in exploring the opportunities available at Caldwell Community College and Technical Institute. If a group is interested in a general tour, they might be guided through some or all of the following areas: business machines room, data processing lab, cosmetology lab, library, nursing lab, automechanics shop, plastics shop, drafting room, machine shop, welding shop, and electrical shop. If there is one area that is of particular interest to a group, special efforts are made to give them a more complete demonstration in that area.

PUBLIC SCHOOL RELATED CAREER EDUCATION ACTIVITIES

COSMETOLOGY

Ms. Myrtle Watson, instructor in cosmetology, plans to visit all of the public schools in the county before the end of the spring quarter. She takes her students who are currently enrolled in the cosmetology program with her. They spend from two to three hours at a time giving demonstrations of combouts, scalp treatments, and manicures, and in applying cosmetics. They try to involve the public school students as much as possible in these demonstrations. They discuss with the students such subjects as personnel hygiene and grooming, and the care of the hair and skin. The school teachers feel that the fifth grade is none too early for students to be exposed to this type of program.

Another phase of the program includes students coming to visit the CCC & TI cosmetology lab in groups of 15 to 60. While here they can watch the CCC & TI students giving permanent waves, bleachings, frostings, etc. Some of them receive complementary services including facials, haircuts, and shampoos and sets. They generally spend half a day and are given a tour of the campus in order to expose them to career opportunities in other areas. There have been approximately 14 of these groups with over 300 students participating in this phase of the career education program. In many cases these students go back to their schools and give reports on what they have learned. Ms. Watson assisted at least one group of students in setting up a beautyshop in their own classroom by giving them empty squeeze bottles, permanent wave boxes, old emory boards, etc. She tries to accommodate all who express an interest in any kind of program.

Occasionally a special group of high school students who are especially interested in cosmetology will come and spend the day. Ms. Watson assigns a "big sister" from among the CCC & TI cosmetology students for them to observe and talk with during the day.

Ms. Watson feels that these activities have the added benefit of enhancing the career education of her own students. Her students also serve the community by giving complementary beauty services at rest homes, homes of shut-ins, and hospitals. They also attend educational programs away from CCC & TI such as the North Carolina Hairdressers Association Convention in Charlotte and the Carolina Beauty and Harvest Festival in Charlotte. There they participate in contests as well as observe demonstrations.

PUBLIC SCHOOL RELATED CAREER EDUCATION ACTIVITIES

Electronic Data Processing

Caldwell Community College and Technical Institute's department of electronic data processing currently has in operation two programs primarily designed to interest and attract talented high school students to the college's data processing program.

One of these programs consists of two groups of students coming to the college from 7:00 to 10:00 p.m., one group attending Tuesdays and the other group attending on Thursdays. This is a non-credit course taught by Orvill E. Allen, Jr., an intern student from Appalachian State University. The course itself lasts for eight weeks and covers the operation of the 2741 terminal and simple data processing theory. The students are learning about computer programming through the use of simple APL (A Programming Language) functions designed in a mathmetics formula. Use of a math oriented computer language has proven to be an effective method of teaching simple computer logic.

The other program consists of five groups of six students each coming to the college for two hours once a week. Three of the groups are from Hudson High School, one group is from Hibriten High School, and the other group is from Granite Falls High School. This is a non-credit course being taught by Jeff Baron, a work-study student. The course will last for six weeks during which time the students will be instructed in the basic use of the APL interactive language system. This will involve the use of a self-instructional, computer-based program called "applecore" (APL course in data processing).

Another project aimed at exposing high school students to the campus and data processing involved a demonstration to a group of high school business students. The students were shown the manually operated machines along with applications in the general business classroom. They then progressed to the data processing lab where they were shown a portion of the bookstore inventory being printed out on the unit record equipment. The IBM 1620 computer was then used to demonstrate a loan payment plan designed to print out the number of payments, the amount of the principal, and the amount of interest. Another demonstration involved the use of the Perry terminal and a computer-based accounting program. All of the demonstrations were designed to be of special interest to the business students.

Another project consisted of a math-applications oriented tour for four groups of elementary and junior high students. There were approximately 25 students in each group. Dr. Henry Fox planned this tour to include the machine shop, welding shop, auto-mechanics shop, electrical shop, nursing lab and business machines room in addition to the data processing lab. This type of tour has the added benefit of opening doors to the possibilities of educational goals for some students who would not otherwise be career oriented.

The data processing lab has also hosted approximately six groups of approximately 30 students each this year who were taking a general tour of the campus.

FRESHMAN ORIENTATION PROGRAM

AN ANALYTICAL STUDY OF THE FALL, 1973 FRESHMAN ORIENTATION PROCESS AT CALDWELL COMMUNITY COLLEGE AND TECHNICAL INSTITUTE

Statement of Problem

Data received from both students and faculty indicated that the freshman orientation process (GUI 101) was not meeting the needs of the students. During the 1972 fiscal year, Caldwell County was alloted $327,000 to implement a career education pilot program in the Caldwell County Schools (K - 14). Dr. Donald Altieri, Dean of Educational Development, was appointed as Caldwell Community College and Technical Institute's Coordinator of Career Education. Dr. Altieri revised the orientation process in the fall of 1973 to incorporate the career education theme of career exploration.

CALDWELL COMMUNITY COLLEGE AND TECHNICAL INSTITUTE'S ORIENTATION PROGRAM

Caldwell Community College and Technical Institute's college orientation, prior to the fall quarter of 1973, required all students seeking a degree or diploma to attend a one hour class per week during the entire quarter. In the early years of the institution, the orientation program was handled by the counseling staff. However, as the student population increased more class sections of guidance were needed. This necessitated the requiring of faculty members to teach in this area. Many concerns became evident: 1. Instructors assigned from the general faculty felt ill-prepared to teach outside their subject field. 2. Students resented spending a full quarter in order to receive one hour's credit. 3. The course requirements were not uniform.

4. Student grades showed a wide variance among sections, and 5. Students were unable to schedule GUI 101 until after they had attended more than one quarter.

The Fall, 1973 Freshman Orientation Program was planned to complete the requirements in a concentrated one and one-half program. The course was divided into four major areas: 1. Welcome to the college, 2. Advisory group meetings, 3. Library orientation, and 4. Career exploration. In order to refine the freshman orientation process, the authors were asked to evaluate the Fall, 1973 Program.

Procedures

Each participating student, advisor, and career education group leader was asked to complete an evaluation questionnaore. The student component (Figure 1) was designed to collect responses from the following four categories: (1) welcome to the college, (2) advisory group sessions, (3) library orientation, and (4) career exploration. The advisor instrument (Figure 2) sought written reactions to the four major functions, a survey of major activities attempted during the advisory group meetings, and a listing of strengths and weaknesses of the orientation. The career area leaders were also asked to complete a questionnaire (Figure 3). This survey requested an inventory of strengths and weaknesses and/or changes that should be made in the orientation.

Two hundred seventy-three students were enrolled in the Fall, 1973 Orientation Program. One hundred fifty-three students completed and returned questionnaires. The student responses for the five categories (not helpful, helpful, very helpful, most important, and least important) for each major activity were tallied. A listing of additions and/or deletions suggested by the students was assembled. A table of pertinent comments were prepared. Eighteen questionnaires were collected from the twenty-eight faculty and staff members who conducted advisory group sessions. A listing was made of their comments. Twelve faculty members were chosen as group leaders. A summary of positive and negative responses was compiled from the eight completed instruments.

Results

Table One depicts a ranking of the four major functions in each classification (not helpful, helpful, very helpful, most important, and least important) as tallied from the student survey. The numbers in parentheses represent the total number of students responding per activity. It is important to note that the total number of responses reported for each major activity was not equal. Applying the data available in Table One, the major functions can be ordered from highest to lowest rating as follows:

1. Advisory group meetings
2. Welcome to the college
3. Library orientation
4. Career Exploration

FIGURE 1

EVALUATION

FRESHMEN ORIENTATION

I. Evaluate the following in terms of providing help to you as a new student at Caldwell Community College and Technical Institute:

	NOT HELPFUL	HELPFUL	VERY HELPFUL
A. Welcome to the college	________	______	______
B. Advisory group meetings	________	______	______
C. Library orientation	________	______	______
D. Career Exploration	________	______	______

II. Which of the above functions was most important to you personally?

____

III. Which of the above functions was least important to you personally?

____

IV. What would you add to or delete from the freshmen orientation?

____

____

V. Comments:

FIGURE 2

EVALUATION

FRESHMAN ORIENTATION

I. Please make any comments which you think pertinent or would improve the freshman orientation in terms of the four major functions.

A. Welcome to the College

B. Advisory Group Meetings

C. Library Orientation

D. Career Exploration

II. Please list some of the major activities which you used in your advisory group meetings.

III. Please list the strong points of the orientation.

IV. Please list the weak points of the orientation.

FIGURE 3

MEMORANDUM

TO:

FROM: Don Altieri, Dean of Educational Development

DATE: September 6, 1973

Would you take a minute to evaluate the freshman orientation from your point of view. I have received data from advisors and students but the evaluation would not be complete without data from you.

Please list strengths, weaknesses and/or changes that should be made in the space given below.

COMMENTS:

TABLE I

A RANKING OF THE MAJOR FUNCTIONS BY CATEGORY (STUDENT SURVEY)

Not Helpful	
Career Exploration	22
Library Orinetation	20
Welcome to College	8
Advisory Group Meeting	4
	54

Helpful	
Welcome to College	97
Career Exploration	22
Library Orientation	20
Advisory Group Meeting	4
	143

Very Helpful	
Advisory Group Meeting	114
Welcome to College	97
Library Orientation	42
Career Exploration	19
	272

Most Important	
Advisory Group Meeting	132
Welcome to College	46
Library Orientation	42
Career Exploration	19
	239

Least Important	
Career Exploration	60
Library Orientation	46
Welcome to College	37
Advisory Group Meeting	2
	145

(D) Results and Accomplishments:

Data collected on student interest relative to their future plans indicated a need for additional information regarding possible career interest areas and career choices. This follow-up study was conducted by utilizing a two-phase approach. First, each student was asked to respond to a questionnaire (copy enclosed). During study hall or release time, the second phase was to review with each student his responses to the questionnaire. The individual conferences were conducted by the Career Education counselor and job coordinator.

The follow-up data reflects student responses to career interest areas based on the U. S. Office of Education career clusters.

Lenoir Senior High School Job Cluster	Percent of Students Interested in Careers
Agri-Business	2 %
Business and Office	17 %
Communication and Media	9 %
Construction	7 %
Environmental Control	3 %
Health	10 %
Hospitality and Recreation	8 %
Manufacturing	2 %
Marketing and Distribution	5 %
Marine Science	2 %
Personal Service	1 %
Public Service	13 %
Transportation	6 %
Consumer and Homemaking	4 %
Undecided about career	11 %

Gamewell-Collettsville High School	
Agri-Business	3 %
Business and Office	10 %
Communication and Media	8 %
Construction	17 %
Environmental Control	2 %
Health	3 %
Hospitality and Recreation	4 %
Manufacturing	5 %
Marketing and Distribution	8 %
Marine Science	.5 %
Personal Service	3 %
Public Service	9 %
Transportation	14 %
Consumer and Homemaking	5 %

CAREER EDUCATION

Questionnaire

I. Personal Information Home Room:____________________

Name:__________________________ Age:__________Grade:___________

Sex:____________ Release Period or Study Hall:__________________

II. Occupational Information

Guardian's Name:__________________ Occupation:_________________

III. Future Plans After High School

4-year College_____ Trade School_____ Part Time College
2-year College_____ Job or Work _____ or Work _____

IV. Select from the following groups of occupations those in which you are most interested. List in order of preference your 1st, 2nd, and 3rd choice.

Occupational Groups	Typical Jobs
___Agri-Business	County agent, farmer, veterinarian
___Business and Office	Secretary, accountant, teller
___Communications and Media	Radio, T.V., newspaper, art, repairman
___Construction	Carpenter, plumber, bricklayer
___Environmental Control	Park ranger, fire warden, soil conserver
___Health	Nurses asst., dental hygienist, lab tech.
___Hospitality and Recreation	Airline hostess, resort employees, chef
___Manufacturing	Machine opr., welder, tool & die maker
___Marketing and Distributing	Sales, purchasing, clerk, cashier
___Marine Science	Fisherman, marine engineer, boating
___Personal Service	Cosmetologist, barber, dry cleaning
___Public Service	Policeman, firemen, teacher, govt. employee
___Transportation	Trucking, mechanic, pilot, reservation clerk
___Consumer and Homemaking	Dietician, seamtress, child care

In an attempt to identify career interest areas of the students enrolled in the two senior high schools participating in the project, a survey was conducted which provided the students the option of selecting five choices from a list of ninety-seven careers predominant in our locale. In addition, an attempt was made to identify educational plans for the future as well as other hobbies and interest areas. The survey provided the following information: 140 plan to attend technical school, 125 plan to attend college (junior college), and 114 plan to attend a university. The number of students employed part time was 145. The most significant factor is that not one student chose apprenticeship as a means of completing their career plans.

Analysis of students' future plans are as follows:

Lenoir Senior High School	Percentage of Student Responses
Plan to attend technical school	10.3 %
Plan to attend college	14.9 %
Plan to attend university	17.7 %
Employed part time	16.7 %
No response	40.0 %

Gamewell-Collettsville High School	Percentage of Student Responses
Plan to attend technical school	14.6 %
Plan to attend college	9.3 %
Plan to attend university	5.7 %
Employed part time	11.1 %
No response	59.0 %

The major factor indicated by the above data is the high percentage of students who had no response after having participated in project activities for more than one year.

The enclosed two-page survey instrument was administered to 649 students at Gamewell-Collettsville High School and 436 students at Lenoir High School.

The thirty major first-choice careers which include at least 70% of all students enrolled are listed in priority order by school on the following pages.

Analysis of Student Career Interest Area
Lenoir High School

Area of Choice	Total Students in Area	Choice by Ages 14	15	16	17	18
Secretarial	26		2	10	6	8
Music	26		2	11	8	5
Teaching	25		3	6	15	1
Acting	15			6	5	3
TV & Radio	15			6	6	2
Military	13		1	2	3	4
Sports	13		2	5	5	1
Social Welfare	10			7	1	2
Aviation	10		2	4	2	2
Nursing	10		1	3	2	3
Accounting/CPA	10			3	3	2
Painting	9		1	3	3	2
Retail	9		1	2	4	1
Doctor	9		1	4	2	2
Auto Mechanics	9			2	4	3
Biology	8		1	5	2	
Psychology/Psychiatry	8			7	1	
Attorney	8			1	3	4
Medical Technician	7		1	1	2	3
Mathematics/Statistics	7		1	2	2	1
Modeling	7		3	1	2	1
Baking	7		1	5	1	
Veterinary Medicine	7		1	6		
Architecture	7			1	4	2
Computer Program/Operating	6			1	3	2
Dental	6		1		5	
Interior Decoration	6				2	4
Cosmetology/Beautician	6		1	2		3
Carving	5		1	2	1	1
Ecology	5		1	3	1	

Analysis of Student Career Interest Area
Gamewell-Collettsville High School

Area of Choice	Total Students in Area	Choice by Ages				
		14	15	16	17	18
Secretarial	43	2	6	9	20	6
Auto Mechanics	43	3	15	10	5	8
Music	34	4	10	12	3	5
Beautician	20	2	3	6	5	3
Teaching	20	3	4	4	6	2
Nursing	19	4	6	5	3	1
Police	17		6	8		3
Masonary/Bricklaying	17	2	9	4	2	
Bookeeping	15	2	4	4	4	
Interior Decorating	15	1	6	4	3	
Painting	14	2	3	3	4	2
Sports	14	2	4	5	2	1
TV/Raido	13	2	2	4	3	2
Librarian	13	1	6	3	2	1
Baking	12		5	7		
Modeling	12	1	4	3	1	3
Data Processing	11	1		2	6	2
Social Welfare	11		5	2	2	2
Home Economics	11		3	6	1	1
Tailoring	11		5	4	1	1
Farming	10	1	5	1	3	
Aviation	10		5	3	1	1
Construction	10	1	6		1	1
Attorney	9		1	3	2	2
Motel Mangement	9	1	5	3		
Restaurant Service Mgt.	9	1	4	2	1	
Drafting	8	1	1	3	1	2
Military/Armed Services	8	1	5	1		1
Zoology	8	3	1	3		
Uphoslstering	8		2	2		4

CAREER EDUCATION INTEREST QUESTIONNAIRE

NAME – LAST, FIRST ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐ AGE ☐☐ HOME PHONE ☐☐☐-☐☐☐

ADDRESS – NUMBER & STREET – ROUTE & BOX ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐ TOWN ☐☐☐☐☐☐☐☐☐☐☐☐ ZIP ☐☐☐

MALE – M
FEMALE – F ☐

(08-09-10-11-12-13-14)
CURRENT GRADE ☐☐

1ST ☐☐ 2ND ☐☐ 3RD ☐☐ 4TH ☐☐ 5TH ☐☐

HIGH SCHOOL ______________________________

HOBBY/INTEREST – IN ORDER OF CHOICE

HOW DO YOU PLAN TO COMPLETE YOUR CAREER PLANS?

UNIVERSITY ☐ COLLEGE ☐

TECHNICAL SCHOOL ☐ APPRENTICESHIP ☐

HOBBIES ☐ OTHER ____________

ARE YOU PRESENTLY EMPLOYED?

NO FULLTIME PART TIME (Circle)

IF EMPLOYED, STATE WHERE

______________________ (Company)

______________________ (Town)

DO YOU NOW HAVE ACCESS TO THE USE OF A CAR?

YES NO (Circle)

- 01 ARCHERY
- 02 AUTO SPORTS/AUTO RACING
- 03 ARTS – CRAFTS
- 04 BASEBALL
- 05 BASKETBALL
- 06 BILLARDS/POOL
- 07 BOWLING
- 08 CAMPING/HIKING/MOUNT. CLIMB/CANOEING
- 09 EMERGENCY SERVICE/RESCUE
- 10 COACHING ATHLETICS
- 11 CHESS
- 12 FOOTBALL
- 13 GOLF
- 14 RIFLE/SHOTGUN/MARKSMANSHIP
- 15 HUNTING/FISHING
- 16 HELPING NEEDY CHILDREN/ADULTS
- 17 INDIAN DANCING/INDIAN LORE
- 18 MOTORBOATING/SAILING
- 19 MOTORCYCLING
- 20 PUBLIC SPEAKING
- 21 SQUARE DANCING/FOLK DANCING
- 22 MUSIC – VOICE
- 23 MUSIC – INSTRUMENTS/BAND
- 24 STAMP & COIN COLLECTING
- 25 SWIMMING/DIVING
- 26 TRACK & FIELD
- 27 WATER SKIING
- 28 SKIING
- 29 WRESTLING
- 30 WEIGHT CONTROL
- 31 PHOTOGRAPHY
- 32 ECOLOGY/CONSERVATION
- 33 OTHER ____________

FOR WHOM IS YOUR FATHER EMPLOYED? ______________________ (Compan

______________________ (Town)

WHAT IS HIS JOB TITLE? ______________________

WHAT ARE HIS HOBBIES/SPECIAL INTERESTS/SKILLS?

____

____

CAREER EDUCATION INTEREST QUESTIONNAIRE

NAME – LAST, FIRST
AGE
HOME PHONE

ADDRESS – NUMBER & STREET – ROUTE & BOX
TOWN
ZIP

MALE – M ☐
FEMALE – F

(08-09-10-11-12-13-14)
CURRENT GRADE ☐

1ST ☐ 2ND ☐ 3RD ☐ 4TH ☐ 5TH ☐

HIGH SCHOOL ________________________________

CAREER INTEREST (LISTED BELOW) IN ORDER OF CHOICE

PUBLIC & SOCIAL SERVICE

01 CLERGY/RELIGION/RELIGIOUS ED.
02 FIRE/RESCUE SERVICE
03 GOVERNMENTAL SERVICE
04 LAW – ATTORNEY
05 LIBRARIAN
06 MILITARY/ARMED FORCES
07 POLICE/LAW ENFORCEMENT
08 SOCIAL WELFARE/PEACE CORPS
09 TEACHING/EDUCATION/RECREATION
10 YOUTH,LEADERSHIP/ADMIN.

BUSINESS & COMMERCE

11 ACCOUNTING/CPA
12 ADV./PUBLIC RELATIONS
13 BANKING/INVESTMENTS
14 BOOKKEEPING
15 MOTEL/HOTEL MANAGEMENT
16 INSURANCE
17 MANAGEMENT/BUSINESS
18 MFG./PRODUCTION
19 PERSONNEL ADMINISTRATION
20 PURCHASING/MARKETING/SALES
21 REAL ESTATE
22 RESTAURANT SERVICE MGT.
23 SALES–RETAIL–DISTRIBUTION
24 SECRETARIAL/STENOGRAPHY
25 TRAVEL AGENT

SCIENCE & ENGINEERING

26 ANTHROPOLOGY
27 ARCHAEOLOGY
28 ARCHITECTURE
29 ASTRONOMY
30 BIOLOGY/BIOCHEMISTRY
31 CHEMISTRY/RESEARCH
32 ECOLOGY/ENVIRONMENTAL SCI.
33 ENGINEERING/AERONAUTICAL
34 ENGINEERING/CHEMICAL
35 ENGINEERING/CIVIL
36 ENGINEERING/ELECTRICAL
37 ENGINEERING/ELECTRONIC
38 ENGINEERING/MECHANICAL
39 ENGINEERING/TEXTILE
40 ENGINEERING/FURNITURE
41 ENGINEERING/AGRICULTURAL
42 GEOLOGY/MINING
43 MATHEMATICS/STATISTICS
44 METEROLOGY/WEATHER FORECAST
45 OCEANOGRAPHY/MARINE BIOLOGY
46 PHYSICS
47 ZOOLOGY/ZOO

SKILLED TRADES

48 AIR CONDITIONING/REFRIGERATION
49 AUTO MECHANICS/AVIATION MECHANICS
50 AVIATION/PILOT/STEWARDESS
51 BAKING
52 BUTCHER
53 CABINET/WOODWORKING/FURNITURE
54 CARPENTRY/BUILDING
55 CONSTRUCTION WORKER
56 COSMETOLOGY/BEAUTICIAN
57 DRESSMAKING/TAILORING
58 ELECTRICAL/ELECT. REPAIR
59 MACHINIST/TOOL & DIE MAKER
60 PLUMBING
61 MORTICIAN
62 UPHOLSTERING/FURNITURE/TEXTILE
63 MASONRY/BRICKLAYING
64 INDUSTRIAL MAINTENANCE

ARTS

65 BROADCASTING/TV/RADIO
66 ACTING/DRAMATICS/THEATER/TV
67 INTERIOR DECORATION
68 JEWELRY/GEMOLOGY
69 MODELING/FASHION
70 JOURNALISM/NEWS/AUTHOR
71 MUSIC
72 PAINTING/DRAWING/ARTIST
73 CARVING/SCULPTURE/CERAMICS

TECHNOLOGY

74 COMMUNICATIONS/TELEPHONE
75 COMPUTER PROGRAM/OPERATING
76 DATA PROCESSING TECH.
77 DRAFTING/MECH. DRAWING
78 PRINTING/GRAPHIC
79 PLASTICS TECH.
80 PHOTOGRAPHY
81 ELECTRONICS

HEALTH SERVICES

82 DENTAL SERVICES
83 HEALTH SERVICES
84 MEDICAL TECHNICIAN/X–RAY
85 NURSING
86 OPTOMOLOGY (Eye)
87 PHARMACY
88 PHYSICIAN/DOCTOR/SURGEON
89 THERAPY–PHY./OCCUPATIONAL
90 PSYCHOLOGY/PSYCHIATRY
91 VETERINARY MEDICINE

OTHER

92 FARMING/AGRICULTURE
93 FLORIST/HORTICULTURE
94 FORESTRY/CONSERVATION
95 HOME ECONOMICS
96 LANDSCAPING/GARDENING
97 SPORTS/RECREATION/COACH

(E) Evaluation of the Project:

The second third party evaluation of the Caldwell Career Education Project was designed as a method of determing to what extent the project staff, local educational agencies, and the Advisory Board implemented the recommendations made by the first third party evaluation team. The second evaluation also included a comparison of the second year's results with those in the evaluation report of the first year of the project.

The procedures to be utilized in the second phase of the third party evaluation was based on the guidelines written in the contract with North Carolina State University as approved by the Caldwell Career Advisory Board on November 1, 1973. The guidelines used are as follows:

1. To determine the extent to which newly identified processes and/or products in each of the components were transportable, provided that the necessary documentation and packaging for transporting were developed and made available to the North Carolina State University evaluation team
2. To determine the extent to which the recommendations of the 1972-73 evaluation had been implemented
3. To determine the extent to which internal and external dissemination and diffusion of project information had been accomplished
4. To determine the extent to which career education materials had been developed and utilized
5. To determine the extent to which community resources had been utilized
6. To compare (within the limitations imposed by the program structure of Caldwell County and available instruments) student performance (for each component) with student performance of 1973-74 for the original six project schools
7. To compare teacher opinions with those of 1972-73 (six schools)

A complete comprehensive evaluation report and PERT plan prepared by the North Carolina State University Evaluation Team is included in Appendix C.

(F) Conclusion and Recommendations:

Project activities for the past two and one-half years have been well received by students, teachers and parents. Indications that the community, businesses and industries were willing to assist in the educational process is exemplified by their participation in all areas of the project activities as well as their immediate response to requests for resource specialists to visit the schools. Teachers in particular feel that the project provided a means of obtaining badly needed career materials, field trip funds and an organized approach to utilizing community volunteers for special areas where they felt inadequate.

The articulation developed between the public schools and the community college was extremely beneficial in expanding educational options for the students. They became more aware of educational opportunities as well as having the opportunity of using the facilities at the community college for advancement or enrichment of curricular courses at their respective high schools (e.g., advanced math students used the computer facilities in problem-solving and learning the computer language simultaneously). Articulation in other areas are being strengthened through student involvement and community visitation to the schools. One of the most influential factors in improving the articulation between the public schools and the community college was the CVIS (Computerized Vocational Information System) Program which has now been operational for two years. The career education program purchased a portable computer terminal which was linked through the community college's computer center to TUCC (Triangle University Computer Center) in the Research Triangle Park, Raleigh, North Carolina. With the help and assistance of Dr. Walter L. Cox, Jr., Department of Guidance and Pupil Personnel Services, North Carolina State University, Raleigh, North Carolina, the CVIS Program was restructured for both junior and senior high students in providing a computer program which would step by step assist the student in investigating, exploring and determining career options. Once the student has made a career selection, the program explains in detail educational requirements, skills needed, and location of institutions available for training.

The Community College has utilized the portable computer terminal in other nearby counties with the same degree of success in creating interest and enthusiasm for the concept.

(G) Dissemination Activities

To fullfill one obligation to disseminate information developed by the Caldwell Career Education project, nine area workshops were planned for the Spring of 1974. Three for the Community College and Technical Institute and six for the Public Schools. The Community College and Technical Institute's dissemination reports are included on pages 37 - 43.

The activities for dissemination of information for the Public Schools included presentations to schools staffs, conducting workshops, news articles, and the development of a publication entitled The Caldwell Experience: An Infusionary Approach to Career Education. This publication was presented to administrators, teachers, and counselors at the six area workshops. A copy of the publication, correspondence, and workshop program is included in Appendix H. Seventy-nine different administrative units and representatives attended these dissemination mini-shop programs.

During the fall 1974, the State Advisory Board for the Career Education Project indicated that they felt a need for the development of an additional publication designed to provide operational information to administrative units who may wish to implement the program. To comply with this request an additional publication was written and distributed to all state educational agencies. The publication, Establishing an Infusionary Career Education Program in a Local Educational System is included in Appendix I.

APPENDIX A

IN-SERVICE WORKSHOP FOR PRINCIPALS

Implementing a Career Education Program

Hibriten High School
July 9-13, 1973
General Sessions: 9:00-12:00
Special Session: July 12, 1973
8:30-2:00

Purpose: To provide principals with assistance in methods and procedures for developing a career education program in their school.

PROGRAM:

Monday, July 9, 1973-PRESIDING: DAVE PORTER

9:00 Philosophy of Career Education..Mrs. Janet Wilson, Vice-Chairman
Caldwell County Board of Education

..Mr. E. M. White, Superintendent
Caldwell County Schools

..Mr. J. G. Hagaman, Superintendent
Lenoir City Schools

9:30 Overview and Workshop Expectations....................Mr. Charles E. Waters, Director
Caldwell Career Education Project

10:00 Break

10:15 Area Overview...................Mrs. Rachel B. Cline, Coordinator
Caldwell Career Education Project

...................Mr. William S. Stone, Coordinator
Caldwell Career Education Project

...................Dr. Don Altieri, Coordinator
Caldwell Community College and
Technical Institute

10:55 Panel on Project Objectives.....Mr. R. B. Whitely, Director
Caldwell County Occupational Educati

.....Mrs. Gladys Sawyer, Supervisor
Caldwell County High Schools

.....Miss Ruth Hoffman, Supervisor
Caldwell County, Primary

.....Mrs. Mary Tolbert, Supervisor
Caldwell County, Elementary

.....Mr. M. L. DeVane
Director of Instruction,
Lenoir City Schools

.....Mr. Dave Porter, Assoc. Superintende
Caldwell County Schools

.....Mrs. Rachel B. Cline, Coordinator
Caldwell Career Education Project

.....Mr. William S. Stone, Coordinator
Caldwell Career Education Project

.....Dr. Don Altieri, Coordinator
Caldwell Community College and
Technical Institute

Tuesday, July 10, 1973-PRESIDING: RACHEL B. CLINE

SELF CONCEPT AND USE OF COMMUNITY RESOURCES

9:00 Film on self-concept

9:30 Self-concept Building: an important function for a principal to consider...........Mr. Everett Widener, Principal
Watauga High School

10:00 Break

10:15 Why Look to the Community for Help?.......................Mr. Nelson Brookshire, Director
Special Education, Caldwell Count

10:20 What is the Best Approach for Using Community Resource People?..........................Mr. William S. Stone, Coordinator
Caldwell Career Education Project

10:40 Introduction of special guests..Mr. Nelson Brookshire, Director
Special Education, Caldwell Count

Wednesday, July 11, 1973-PRESIDING: BRUCE WHITELY

PROBLEM SOLVING-DECISION MAKING

9:00 Why do children need problem solving experiences at School?..Mr. M. L. DeVane
Director of Instruction,
Lenoir City Schools

9:30 Simulation Exercise.............Mr. William S. Stone, Coordinator
Caldwell Career Education Project

10:30 Break

10:45 Building Decision Making into the Curriculum.................Mrs. Gladys Sawyer, Supervisor
Caldwell County High Schools

11:15 Walt Disney Film

Thursday, July 12, 1973-PRESIDING: RUTH HOFFMAN

VALUE OF FIELD TRIPS

8:30	How to introduce a Field Trip...	Mrs. Mary Tolbert, Supervisor Caldwell County, Elementary
9:00	Board bus for Trip to Boone	
10:00	Tour of Continuing Education Building, Appalachian State University	
11:00	Follow-up of Field Trip	
12:00	Lunch	
1:00	Return to Lenoir	

Friday, July 13, 1973-PRESIDING: GLADYS SAWYER

9:00	Techniques of Infusing Career Education................	High School group Two Elementary groups
10:15	Break	
10:30	Questions-answers, Review and Evaluation Session..............	Staff Panel

Evaluation Procedures for the Principals' Workshop

July 9-13, 1973

Principals' Participation will be evaluated on the following criteria:

1. Number of hours in attendence.
2. Submission of a written plan for the implementation of the career education concept into the curriculum for their school.
3. Each plan will be evaluated according to (1) the extent the faculty is involved, (2) to the extent that the total curriculum reflects the career education concept, and to the extent of the feasibility for continuation of the career education concepts beyond the funding period.

APPENDIX B

CALDWELL CAREER EDUCATION PROGRAM

PROPOSED CAREER EDUCATION IMPLEMENTATION CONTRACT

The agreement is entered into between Caldwell Career Education Program, hereinafter referred to as the Career Program and Baton Elementary School, hereinafter referred to as the school, for the purpose of providing professional and related services for the period of August to May, 1973-74.

I. The Career Program agrees:

A. To make payment to the administrative unit, upon receipt of itemized accounting activities and/or materials in the amount of $ 3025.00 for the period of school year 1973-74.

II. The School agrees:

A. To provide career education services to their students in the following areas:

A.	Awareness Program (Field Trips)	$ 960.00
B.	Career Information Program and Career Assistance	$ 345.00
C.	Materials	$ 1,300.00
D.	Equipment	$ 400.00
E.		$
F.		$

III. Source of Funds: Budget, Caldwell Career Education Fund

Materials $ 1300.00, Transportation $ 960.00.

Equipment $ 400.00, Services $ 365.00

TOTAL $ 3025.00

IV. Attest:

Brooks Barber
(Principal)

9/10/73
(Date)

E. M. White
(Superintendent)

E. M. White
(Advisory Board Chairman)

(Career Education Director)

OBJECTIVES

1. To increase awareness of the world of work (1-8)

    1.1 Students will show an increase in their awareness of the world of work.

    1.2 Students will demonstrate knowledge of the world of work through verbal and written communications.

    1.3 Students will demonstrate awareness of the value and dignity of work.

2. To increase knowledge of career opportunities (7-8)

    2.1 Students will show an increase in knowledge of the educational requirements of careers.

    2.2 Students will show an increase in knowledge and skills required for different careers.

    2.3 Students will show an increase knowledge of career areas.

3. To increase ability to recognize educational and career relationships. (7-8)

    3.1 The student will be able to demonstrate a knowledge of the interdependence of living, learning, and working. (1-8)

4. To increase decision-making and problem-solving skills

    4.1 The student will demonstrate the ability to develop alternative solutions to problems.

    4.2 Students will be able to demonstrate growth in self-discipline and personal responsibility.

5. To increase positive interaction within and among schools and between the schools and the community.

    5.1 Positive interaction among students and between students and faculty members will increase.

    5.2 Positive interaction between faculty and administration will increase.

    5.3 Positive interaction between the school and community will increase.

6. To enhance each individual's self-concept
    6.1 Students will demonstrate positive attitudes towards themselves and others.

    6.2 The positive nature of teachers' response to students achievement will increase.

    6.3 The teacher will demonstrate an increased knowledge of the uniqueness of each child.

    6.4 An increased number of students will be engaged in activities which reflect individual needs.

7. To increase teachers' knowledge and application of the career education concept.
    7.1 Teachers will demonstrate increased application of the career education concept in the instructional program.

8. To provide career-related materials
    8.1 The project will provide and disseminate a variety of materials for use in classrooms and the library.

    8.2 Teacher-made materials will be developed.

9. To provide assistance in the utilization and integration of career-related materials

10. To provide students and teachers first-hand work exposure outside the classroom.
    10.1 Each child will participate in at least two field trips per year.

11. To utilize community resources in providing information and experiences concerning careers
    11.1 Each teacher will schedule and use some resource persons each year.

    11.2 Staff and school will identify a group of community resource persons.

    11.3 The staff and school will identify a group of organizations suitable for field trips.

12. To provide educational placement services for all students
    12.1 Principals, in consultation with classroom teachers will place each student in the appropriate educational setting.

METHOD OR TECHNIQUE

Every teacher will be encouraged to become career education minded and thus to teach the value and dignity of many fields of work (not just professional careers.) It is hoped that career education will become an integral part of our curriculum at all grade levels. We hope to achieve this through a multi-media approach with a resource person guiding and helping the teachers in using pamphlets, magazines, books, instructional materials, filmstrips, resource people, displays, field trips, library facilities and establishment of a resource file.

Each teacher should schedule at least three resource people per year to provide information and experiences and answer questions on a personal level concerning various careers.

Each teacher will also plan at least two career-oriented field trips to help the students relate to what they have learned in the classroom. It is hoped that these trips will help students to become more aware of careers with which they would not normally be familiar.

It is planned that the career education curriculum will not only make students more aware of the world of work but also enable students to determine their own interests and abilities. We plan to achieve this goal through awareness of education and career relationships and incorporating decision making and problem solving activities from grades one through eight. Also in grade eight, we plan to have two six weeks terms of mini-courses (such as typing, sewing, carpentry, jewlery making, painting, etc.) where each student may choose an area or areas of interest in which to begin to learn skills for a possible future career or use of leisure time.

It is hoped that every student's self-concept will be enhanced by guidance, understanding, and a better knowledge of themselves.

It is our hope that career education at Baton School will include the total school faculty and staff and all of our students.

TIME SCHEDULE

Implementation, of activities to achieve objectives is scheduled to begin October 1, 1973 with all objectives to be met by April 30, 1974. It is felt that a rigid and specific time schedule for meeting each individual objective would be impossible for us to outline with any degree of accuracy at this time.

EXPENDITURES

1. At least two field trips per class (total 100 miles per class) 30 classes = $960.00. These field trips are to be taken between October and April, hopefully one in the fall and another in the spring.

2. Two televisions plus antenna and wiring = $400.00

3. A resource person, someone who will do the planning of field trips, resource people, obtain career education material and supplies. This person is to be used one day a week beginning in October and running through April. The pay will be $15.00 per day, 23 total days = $345.00

4. Materials - filmstrips, brochures, visual aids = $900.00

5. Miscellaneous - for implementing mini-courses and other activities $400.00.

EVALUATION

Evaluation of the career education program at Baton School will be done by two committees - one internal and one external. The internal committee will be made up of our principal, faculty members, staff and possibly students. The external committee will involve faculty, parents, community members, and at least one member of the Career Education staff for Caldwell County. These committees will be appointed this fall and will meet at the end of the year to discuss, evaluate, and perhaps plan.

A questionnaire may also be used in evaluation. This would be sent to a random sample of faculty, staff, parents, students, and people in the community. The committees could use these results in reporting to the school and in making suggestions.

CALDWELL CAREER EDUCATION PROGRAM

PROPOSED CAREER EDUCATION IMPLEMENTATION CONTRACT

The agreement is entered into between Caldwell Career Education Program, hereinafter referred to as the Career Program and Collettsville Elementary School, hereinafter referred to as the school, for the purpose of providing professional and related services for the period of nine months, 1973-74.

I. The Career Program agrees:

A. To make payment to the administrative unit, upon receipt of itemized accounting activities and/or materials in the amount of $ 3163.00 for the period of nine months - Sept. 1973 - May 1974

II. The School agrees:

A. To provide career education services to their students in the following areas:

A.	Awareness (Field trips $200; Environment $400; Equip $600; Material $500; Guidance $200)	$ 1900
B.		$
C.	Information (Field trips $200; Environment $200;	$
D.	Guidance $150; Equipment $500; Materials $400; Substitutes $500)	$ 1950
E.		$
F.	Exploration (Field trip $200; Environment $200 Equipment $225; Materials $200	$ 825

III. Source of Funds: Budget, Caldwell Career Education Fund

Materials $ 1300.00 a.m., Transportation $ 668.00 a.m.

Equipment $ 725.00 a.m., Services $ 470.00 a.m.

TOTAL $ 3163.00

IV. Attest:

Austin Moretz
(Principal)

9-7-73
(Date)

F. M. White
(Superintendent)

F. M. White
(Advisory Board Chairman)

(Career Education Director)

MISSION STATEMENT

The mission of career education is to provide all students opportunities to develop understandings of the possibilities for employment, and to build and strengthen knowledge acquired throughout educational experiences. The career education concept will aid in developing attitudes for individual improvement related to self-determined career objectives and will foster the understanding for the need of continuous self appraisal necessary for success in the world of work.

STATEMENT OF PHILOSOPHY

We believe that career education in the Caldwell Community should provide an educational environment of stimulating learning experiences for every student to the extent that he develops to the fullest his talents for living, learning, and working.

A basic assumption underlying the career education concept in the Caldwell Community is that by increasing the relevancy of the school environment, through the implementation of stated goals and objectives, achievement in all disciplines will be enhanced.

A second basic assumption is that the transportable aspect of career education will reside in a working model of the process of infusing career education throughout the curriculum, rather than residing in a specific packaged curriculum guide.

PRODUCT GOALS AND OBJECTIVES

I. To increase awareness of the world of work

1.1 Students will show an increase in their awareness of the world of work.

1.2 Students will demonstrate knowledge of the world of work through verbal and written communications.

1.3 Students will demonstrate awareness of the value and dignity of work.

II. To increase knowledge of career opportunities

2.1 Students will show an increase in knowledge of the educational requirements of careers. (grades 7-14)

2.2 Students will show an increase in knowledge of skills required for different careers. (grades 7-14)

2.3 Students will show an increase in knowledge of career areas. (grades 4-14)

2.4 Students will show an increase in their awareness of the world of work. (1.1)* (grades K-3)

III. To increase ability to recognize educational and career relationships

3.1 Students will show an increase in knowledge of the educational requirements of careers. (2.1)* (grades 7-14)

3.2 The student will be able to apply knowledge and skills (learning) acquired in the classroom to living and making a living. (grades 9-14)

3.3 The student will demonstrate a knowledge of the interdependence of living, learning, and working. (grades K-8)

IV. To increase decision-making and problem-solving skills

4.1 The student will demonstrate the ability to develop alternative solutions to problems.

4.2 Students will be able to demonstrate growth in self-discipline and personal responsibility.

4.3 Students will show an increase in decision-making as determined by the percentage of 12th graders having made career decisions as recorded in guidance office records.

4.4 The proportion of students applying for and entering post-secondary education and/or jobs will increase as measured by follow-up data.

V. To achieve 100% placement and follow-up of students either in additional education or work

5.1 The proportion of students applying for and entering post-secondary education and/or jobs will increase as measured by follow-up data. (4.4)* (grades 12-14)

5.2 The school will increase the number of students placed in either additional education or work.

5.3 The school will provide follow-up studies of all students for five years.

VI. To increase positive interaction within and among the schools and between the schools and the community

6.1 Positive interaction among students and between students and faculty will increase.

6.2 Positive interaction between faculty and administration will increase.

6.3 Curricular articulation and communication among schools will increase.

6.4 Positive interaction between the schools and community will increase.

VII. To enhance each individual's self-concept

7.1 Students will demonstrate positive attitudes towards themselves and others.

7.2 The positive nature of teachers' response to student achievement will increase.

7.3 The teacher will demonstrate an increased knowledge of the uniqueness of each child.

7.4 An increased number of students will be engaged in activities which reflect individual needs.

VIII. To increase awareness of the many possibilities for the use of leisure time

8.1 Students will increase their participation in leisure time activities.

IX. To increase teachers' knowledge and application of the career education concept

9.1 Teachers will show an increase in their knowledge of the career education concept.

9.2 Teachers will demonstrate increased application of the career education concept in the instructional program.

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* Indicates identical product objectives.

PROCESS GOALS AND OBJECTIVES

I. To provide developmental guidance (grades K-14)

1.1 Guidance personnel will meet with all students in small groups, clusters, and/or individually.

1.2 Guidance personnel will arrange on-site observation for students who express specific job interests. (4.3,6.1)* (grades 6-14)

1.3 Guidance personnel will conduct individual and/or group follow-ups of guidance activities.

1.4 Guidance personnel will provide referral services as needed.

1.5 Faculty members and guidance personnel will establish advisory-advise relationships with all students. (grades 13-14)

1.6 Guidance personnel will provide in service training on the classroom application of developmental guidance for all classroom teachers.

II. To provide career-related materials

2.1 The project will provide and disseminate a variety of materials for use in classrooms, libraries and guidance offices.

2.2 Teacher-made materials will be developed.

III To provide assistance in the utilization and integration of career-related materials

3.1 The librarian and/or technician will collect materials suitable to the maturity level of the students for each teacher who requests materials for use in a specific unit of study.

3.2 The project will provide for all project teachers at least sixty hours in staff development per year stressing the infusion of career education into the curriculum.

3.3 Teachers will provide for student use appropriate industry-produced resource materials.

3.4 The staff will assist classroom teachers in the development of teachers-made materials upon request.

IV. To provide students and teachers first-hand work exposure outside the classroom

4.1 Each student will participate in at least three career-oriented field trips per year.

4.2 Teachers will visit two local industries per year. (6.2)*

4.3 Guidance personnel will arrange on-site observation for students who express specific job interests. (1.2, 6.1)*

V. To infuse career education into the curriculum

5.1 The project will provide for all project teachers at least sixty hours in staff development per year stressing the infusion of career education into the curriculum.

5.2 Teachers will engage in monthly meetings for reviewing and sharing of ideas.

5.3 Groups of teachers will meet to correlate curricular activities at least monthly.

5.4 The staff will provide assistance to teachers as requested in developing methods of infusing the career concept into the curriculum.

5.5 Teachers and counselors will confer to correlate guidance and classroom activities at least four times per year.

VI To utilize community resources in providing information and experiences concerning careers

6.1 Guidance personnel will arrange on-site observation for students who express specific job interests.

6.2 Teachers will visit two local industries per year. (4.2)*

6.3 Each teacher will schedule at least three resource persons per year.

6.4 Schools will arrange for at least five resource people to provide instruction in special interest areas for interested students during unscheduled time.

6.5 Staff and schools will identify a group of community resource persons.

6.6 The staff will establish four advisory committees representing business, industry, the professions, parents, and the community at large.

6.7 The staff and schools will identify a group of organizations suitable for field trips.

VII. To provide educational and/or work placement services for all students

7.1 Principals, in consultation with guidance personnel and classroom teachers, will place each student in the appropriate educational setting. (grades K-9)

7.2 The staff will assist teachers in identifying the individual needs of students.

7.3 Guidance personnel through continued monitoring will assist each student in selecting an appropriate educational or work setting. (grades 9-14)

VIII. To incorporate decision-making and problem-solving activities into the education program

8.1 Students will engage in activities designed to build problem-solving and decision-making skills daily.

8.2 Teachers will employ activities which build problem-solving and decision-making skills daily.

IX. To provide students with opportunities to evaluate individual or group behavior

9.1 Teachers will provide opportunities for students to evaluate individual or group behavior patterns.

X. To provide experiences which will cause enhancement of each individual's self-concept

10.1 The staff will provide staff development of at least sixteen hours to assist teachers in developing skills in enhancing student self-concepts.

10.2 Teachers will demonstrate an increased utilization of methods and techniques which enhance student self-concept.

XI. To provide opportunities which create an appreciation of and interest in the cultural arts and crafts

11.1 Each student will be exposed daily to at least one of the many art forms.

11.2 Teachers will provide daily opportunities for students to observe the beauty of their world.

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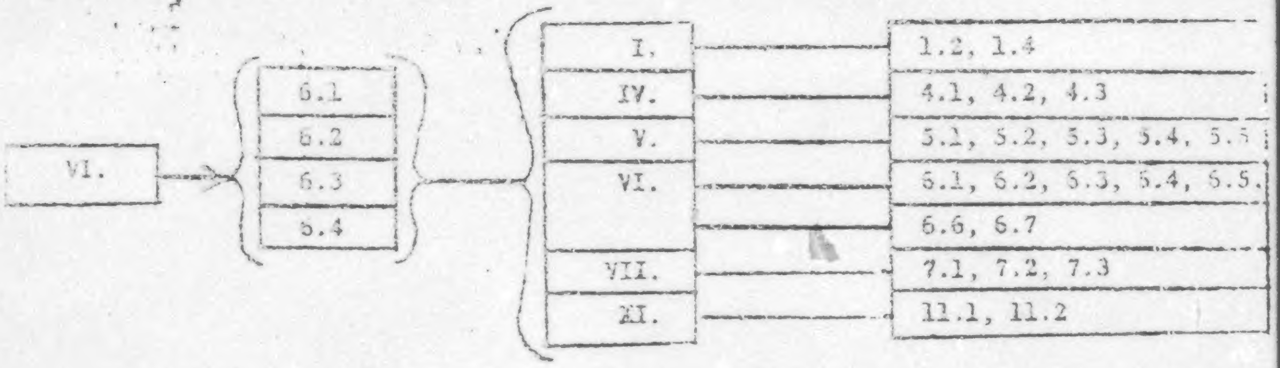
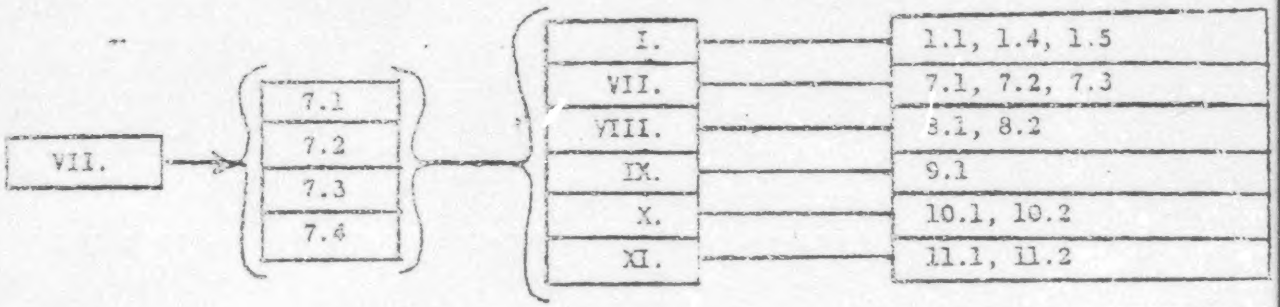
* Indicates identical process objectives.

PRODUCTS		PROCESSES	
Product Goals	Product Objectives	Process Goals	Process Objectives
I.	1.1 1.2 1.3	I.	1.1, 1.2, 1.3
		II.	2.1, 2.2
		IV.	4.1, 4.3
		VI.	6.1, 6.3, 6.4
II.	2.1 2.2 2.3 2.4	I.	1.1, 1.2, 1.3, 1.4, 1.5
		II.	2.1, 2.2
		IV.	4.1, 4.3
		VI.	6.1, 6.3, 6.4
III.	3.1 3.2 3.3	I.	1.1, 1.2, 1.3, 1.5
		II.	2.1, 2.2
		IV.	4.1, 4.3
		VI.	6.1, 6.3, 6.4
		VII.	7.1, 7.3
IV.	4.1 4.2 4.3 4.4	VIII.	8.1, 8.2
		IX.	9.1
V.	5.1 5.2 5.3	I.	1.1, 1.2, 1.3, 1.4, 1.5, 1.6
		VII.	7.1, 7.2, 7.3


VI.
6.1
6.2
6.3
6.4
I.
IV.
V.
VI.
VII.
XI.
1.2, 1.4
4.1, 4.2, 4.3
5.1, 5.2, 5.3, 5.4, 5.5
6.1, 6.2, 6.3, 6.4, 6.5.
6.6, 6.7
7.1, 7.2, 7.3
11.1, 11.2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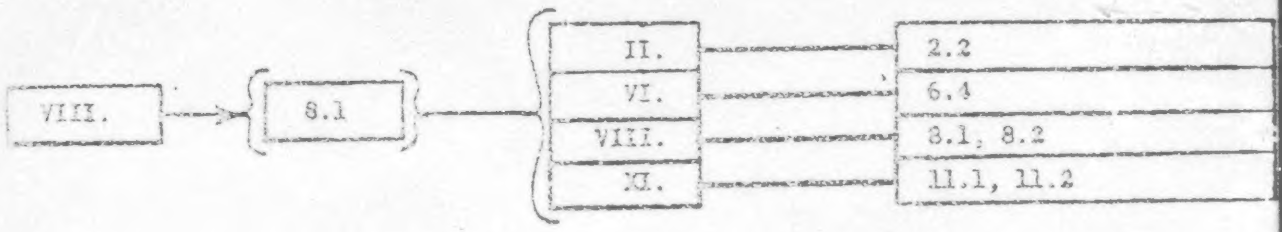
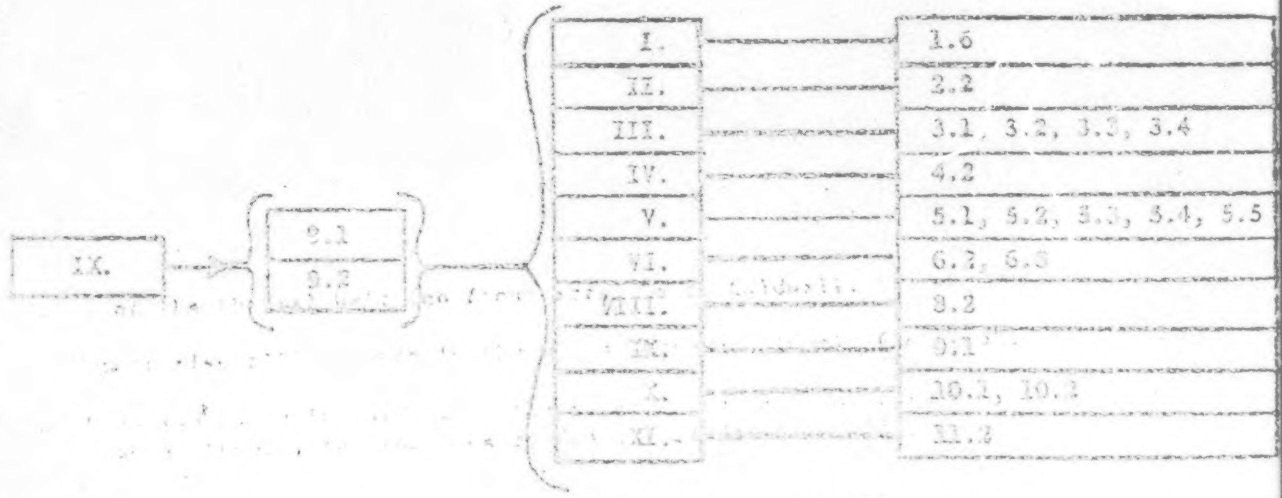

VIII.
8.1
II.
VI.
VIII.
XI.
2.2
6.4
8.1, 8.2
11.1, 11.2


IX.
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2.2
3.1, 3.2, 3.3, 3.4
4.2
5.1, 5.2, 5.3, 5.4, 5.5
6.2, 6.5
8.2
9.1
10.1, 10.2
11.2

I. Career Awareness and Guidance

A. Product Objectives: I, II, III (3.1, 3.3), VI, VII, VIII, IX

Process Objectives: II, III (3.1, 3.3, 3.4) IV, V, (5.2, 5.3, 5.4, 5.5), VI (6.1, 6.2, 6.3. 6.5. 6.7). VII. (7.1, 7.2), IX, XI

B. Methods and Techniques:

The above objectives will be met through the use of field trips, resource people, guidance personnel, materials, and the integration of the awareness of careers in every classroom through the existing curriculum.

The classroom teacher will extend the work in the classroom to include knowledge of the world of work whenever possible particularly in social studies with other subjects being correlated.

Resource people from the community will be asked to come into the classroom to share their knowledge of particular skills as well as their interests in particular areas.

Field trips by students and teachers will be taken to enhance their knowledge of the world of work and the opportunities open to them in their surrounding community. Time will be provided for teachers to participate in observation of other career-oriented schools; businesses, and industries and for in-service participation.

By attempting to meet individual needs of students, teachers will use every opportunity to help each child meet with success thereby helping him to develop a positive self-concept.

Through the middle grades occupational program, it is our desire that students will gain an increased knowledge of how to better use their leisure time in worthwhile activities.

Career related materials will be used in each classroom to provide relevancy for all subject areas.

In faculty meetings time will be provided for the sharing of ideas and materials relating to career education.

The principal and teachers will work closely with the county staff to better implement the career concept.

The career aide will add to the existing resource and field trip file.

EVALUATION

Internally the program will be reviewed monthly by the principal and teachers of Collettsville Elementary School. The Career Education staff and Countywide Staff will have access to the program at Collettsville and make suggestions as they see fit.

Externally the program will be evaluated by athird party since Collettsville is a target school.

LOCAL MATCHING SUPPORT

All the school property, buildings and materials in the school are available. Estimated Value - $600,983.23

PLANS FOR CONTINUATION

In the local county budget, funds will be requested for field trips so that our program can be continued. We plan to continue to use resource people in order that learning may be made more relevant. The awareness of the world of work will continue to be stressed in all grades and career exploration will continue to receive emphasis in the upper grades. The environmental study area will continue to be an integral part of our school and with continued local funds we hope to make it a model area.

With the school's natural setting and out beginning of the environmental study area, we plan to expose students to the beauty of their world and use the area as a teaching tool. Students will learn the care and use of their environment as well as careers related to their environment.

A guidance counselor will meet with all students in grades K - 5 in order to help develop positive self-concepts, to help provide decision-making and problem-solving skills. A guidance counselor will meet with all students in grades 6 - 8 as a part of the middle grades occupational program where emphasis will be placed on the above objectives as well as activities of an exploratory nature.

C. Date

1. Infusion in the classroom.
   Beginning September 1973 - Ending May 1974
2. Resource people
   Beginning September 1973 - Ending May 1974
3. Field Trips
   1/3 to be completed by December 1973
   1/3 to be completed by March 1974
   1/3 to be completed by June 1974

D. Expenditures

1. Field trips: 22 teachers, average of three trips each, approx. 28 students per teacher, approx. 30 miles per trip @ 32¢ per mile - $600.00
2. Environmental Study Area:
   Materials - $800.00
3. Services: Substitutes and travel for teachers - $500.00
4. Equipment: Record players - $340.00
   Projection Screens - $125.00
   Casette Recorders - $160.00
   Listening Centers - $200.00
   Miscellaneous - $500.00 Total - $1325.00
5. Materials: Filmstrips - $300.00
   Miscellaneous - $500.00
   Records - $100.00
   Books - $100.00
   Publications - $50.00
   Film for Cameras - $50.00
6. Guidance: - $350.00
   SRA Materials - $315.00

CALDWELL CAREER EDUCATION PROGRAM

PROPOSED CAREER EDUCATION IMPLEMENTATION CONTRACT

The agreement is entered into between Caldwell Career Education Program, hereinafter referred to as the Career Program and Davenport School, hereinafter referred to as the school, for the purpose of providing professional and related services for the period of August 13 to June 10, 1973-74.

I. The Career Program agrees:

A. To make payment to the administrative unit, upon receipt of itemized accounting activities and/or materials in the amount of $ 3100.00 for the period of School year 73-74.

II. The School agrees:

A. To provide career education services to their students in the following areas:

A.	For all students in all curriculum areas	$ 4,000
B.		$
C.		$
D.		$
E.		$
F.		$

III. Source of Funds. Budget, Caldwell Career Education Fund

Materials $ 775.00, Transportation $ 1125.00

Equipment $ 600.00, Services $ 600.00.

TOTAL $ 3100.00

IV. Attest:

J V Mills
(Principal)

9/10/73
(Date)

J G Hagaman
(Superintendent)

E M White
(Advisory Board Chairman)

(Career Education Director)

DAVENPORT SCHOOL
P. O. BOX 620
LENOIR, NORTH CAROLINA

TO: CALDWELL CAREER EDUCATION FUND PROJECT COMMITTEE
FROM: J.V. Mills, Principal, Davenport School
DATE: September 12, 1973

If the amount of the grant is greater than the $4,000 requested for Career Education, please increase the amount on a percentage basis in each of the categories of materials, equipment, transportation, and services.

In the event the funds are not available and the total granted is less than the requested, please reduce all expenditures on a uniform percentage basis in each of the categories of materials, equipment, transportation and services.

PROPOSALS FOR A GRANT TO DEVELOP A CAREER EDUCATION PROGRAM FOR DAVENPORT SCHOOL

FIRST OBJECTIVE:

Enable teachers to have a better understanding of Career Education and improve their ability to infuse it more effectively in the schools entire curriculum.

A. Methods of Achieving Objective:

1. Faculty workshops
2. Faculty field trips
3. Use of resource people especially for the faculty
4. Individual and/or small group visits by teachers to professional, business, educational and industrial enterprizes.
5. Tuition grants for teachers who take a three-quarter hour college credit course in Career Education.
6. Use of professional materials on Career Education.

B. Number Participation: 14 Teachers, 5 Aides

C. Beginning and Ending Date: August 13, 1973--May 30, 1974

D. Expenditure: $1,000

E. Evaluation: Visit by outside agency--also by questionaires to teachers in September, 1973 and June, 1974.

SECOND OBJECTIVE:

Enable students to have a better understanding of the relationship of careers and school experiences and acquire general information about career clusters and detailed information about specific careers when so desired by the student.

A. Methods of Achieving Objective

1. A minimum of one field trip outside of Caldwell County and a minimum of two field trips inside of the county planned and conducted to promote career education

2. Preparation and use of student, teacher, and commercially prepared recordings, slides, film strips, movies, career kits, magazines, books, booklets and other material.

3. Bring community resources into the classroom.

4. A conscious effort by teachers to relate all school experiences to better living.

B. Number of students to participate: 270

C. Beginning and Ending Dates: August 23, 1973--May 30, 1974.

D. Expenditures: $3,000

E. Evaluation: By an outside agency and by questionaires to students, teachers and parents.

THIRD OBJECTIVE:

Enable students to gain a better understanding and appreciation of art, music, literature and other aesthetic experiences and their relationship to careers and better living.

A. Methods of Achieving Objectives

1. Greater use of resource people and materials in art, music and literature inside and outside the classroom.
2. More pupil participation in recording, filming, observing, hearing, seeing and reading in the fields of music, art and literature.

B. Dates: August 27, 1973--May 30, 1974

C. Expenditures: Covered under Second Objective

D. Evaluation: Student questionnaires and evaluation by an outside agency or group.

FOURTH OBJECTIVE:

Expand learning activities into the community and bring more community resources into the school.

A. Methods of achieving objective

1. Field trips into the community
2. Greater use of community resources by the school
3. More involvement of P.T.A., Civic groups and other organizations in the school.
4. More publicity of school activities

B. Dates: September 4, 1973--May 30, 1974

C. Expenditures: Covered under Second Objective

D. Evaluation: Oral and/or written questionaires

FIFTH OBJECTIVE:

Enable students and teachers to become better acquainted with career opportunities in the community and other areas.

A. Methods of Achieving Objectives:

1. Use of prepared materials in the library and the classroom.
2. More sharing of experiences by students.
3. Field trips in the community and in the nearby areas.
4. Use of more resource people in the school.

B. Dates: September 11, 1973--May 30, 1974

C. Expenditure: Covered in Second Objective

D. Evaluation: Observation and Questionaires

All of the schools existing facilities and equipment will be available and used in our Career Education program. Our pre-school inservice program for teachers included workshops, field trips and demonstrations in Career Education. We expect to continue these throughout the year.

The school system will provide a bus for field trips at the rate of ten cents per mile plus $2.40 per hour for the driver.

The Davenport School P.T.A. Board of Directors voted to make Career Education their project for the 1973-74 year. They will provide assistance on field trips, and aid in providing community resources within the school.

We believe that individualized instructional program at Davenport School and Career Education will mutually enhance each other.

We expect to use equipment, materials, knowledge and attitudes acquired this year more effectively in Career Education next year and many years thereafter. We expect to be more concerned with Career Education when we purchase equipment and materials and provide training and services from local and state allotted funds in the future. However, we do not believe we can, or do we wish to, separate Career Education from the total educational program of the school.

Our faculty is enthusiastic about our Career Education program. We hope we can carry it out effectively.

Community Resources We Expect to Include in Our Career Education Program

1. Davenport School P.T.A. Board of Directors has agreed to make Career Education their primary goal for 1973-74.

2. An up to date list of individuals, organizations, and places within the community requested and prepared by the Davenport School faculty.

3. Resources currently avail in the publication: AVAILABLE RESOURCE PERSONS IN THE COMMUNITY, January, 1972, prepared by LENOIR CITY SCHOOLS, Lenoir, N.C.

4. Jr. Woman's Club Resources in career education

5. Community Resources Available for Career Education, January, 1973 Caldwell Career Education Project.

This project proposal was prepared by a committee composed of the following faculty members of Davenport School:

Mrs. Verna DeVane, Fourth Grade Teacher

Mrs. Barbara Aldridge, Fifth Grade Teacher

Ronald Phillips, Sixth Grade Teacher

Mrs. Hazel Barlowe, Librarian

Miss Helen Miller, Special Education Teacher

J.V. Mills, Principal

This committee has worked closely with the entire faculty and has made every effort to reflect the desires of all teachers in this school in the program and application.

EXPLANATION OF PROPOSED CAREER EDUCATION EXPENDITURES

TRAVEL:

1. Student travel on field trips
2. Teacher travel to industrial, business, educational or other enterprises to give teachers a better understanding of career education.

SERVICES:

1. Any expense of resource people for students or teachers.
2. Workshop expense or tuition grants for teachers in college credit course in Career Education or an equivalent course.
3. Substitutes for teachers while away from school for career education trips.

MATERIALS:

1. Slides, pictures, film strips, career education kits, booklets, newspaper for current events class, and other printed material.
2. Films and developing costs for super 8 MM movie films, and film developing costs for still slides and pictures.
3. Construction paper, cards and other materials for students to develop career files.

EQUIPMENT: (All prices on North Carolina Division of Purchase State Contract)

1---X-35 Kodak Instamatic Camera	$ 32.54
1--Super 8 MM Projector	160.00
1--Super 8 MM Camera	111.30
4--Portable Norelco Cassette Recorder/players with Ni-cad battery park and charger and A.C. Adapter @$53.44	213.76
1--FM-AM Radio Cassette Recorder for Recording programs	69.98
	$ 587.58

We want pictures and sounds in addition to written and oral reports of trips and interviews. We want recordings of concerts, sounds in nature, pictures of people and places--to make learning more alive, to promote appreciation of the aesthetic arts and to develop worthy use of leisure time.

CALDWELL CAREER EDUCATION PROGRAM

PROPOSED CAREER EDUCATION IMPLEMENTATION CONTRACT

The agreement is entered into between Caldwell Career Education Program, hereinafter referred to as the Career Program and East Harper School, hereinafter referred to as the school, for the purpose of providing professional and related services for the period of September - June, 1973-74.

I. The Career Program agrees:

A. To make payment to the administrative unit, upon receipt of itemized accounting activities and/or materials in the amount of $ 3000.00 for the period of September - June - 1973 - 74.

II. The School agrees:

A. To provide career education services to their students in the following areas:

A.	Career Awareness	$ 2500.00
B.	Staff Development	$ 1420.00
C.	Exploratory	$ 280.00
D.		$
E.		$
F.		$

III. Source of Funds: Budget, Caldwell Career Education Fund

Materials $ 864.00, Transportation $ 589.00

Equipment $ 250.00 Services $ 1297.00

TOTAL $ 3000.00

IV. Attest:

Helen S. Harman
(Principal)

Sept. 10, 1973
(Date)

J G Hagaman
(Superintendent)

E. M. White
(Advisory Board Chairman)

(Career Education Director)

EAST HARPER SCHOOL

CAREER EDUCATION PROPOSAL

1973 - 1974

OBJECTIVES AND TECHNIQUES

I. To increase students' awareness of the world of work and knowledge of career opportunities.

  A. A variety of materials will be provided for use in classrooms and library.

  B. Each student will participate in at least two career-oriented field trips during the year.

  C. Resource persons will be invited to the school. Each teacher will schedule at least three.

  D. Career awareness will be correlated with other areas of the curriculum through the use of many types of materials, displays, and discussions.

II. To increase teachers' knowledge and application of the career education concept and improve their ability to infuse career education throughout the curriculum.

  A. All teachers will be involved in at least sixteen hours of staff development stressing the infusion of career education into the curriculum.

  B. Teachers will engage in monthly meetings for reviewing and sharing ideas.

  C. Groups of teachers will meet regularly to correlate curricular activities.

  D. All teachers will visit at least two schools or professional, business, or industrial enterprises during the year.

III. To increase students' ability to recognize educational and career relationships and to acquire general information about career clusters.

  A. Students will demonstrate a knowledge of the interdependence of living, learning, and working through verbal and written communication.

  B. Books, materials, and information will be provided to meet students' interests and needs.

IV. To increase positive interaction between the school and community.

  A. Teachers will visit two local industries or businesses this year.

  B. The school will identify a group of community resource persons with the assistance of the PTA, Junior Woman's Club, the career education staff and their guide of available resource persons.

  C. Each teacher will schedule at least three resource persons per year.

  D. The school will identify a group of organizations suitable for field trips.

  E. Each student will participate in at least two career-oriented field trips during the year.

V. To seek to improve all teaching and learning activities by enhancing each individual's self-concept and by providing experiences and materials to make all areas of the curriculum more meaningful and enjoyable.

  A. Daily opportunities will be provided to create an appreciation of and interest in the cultural arts and crafts.

    1. Audio-visual materials will be provided in the cultural arts.

    2. Teachers will provide daily opportunities for students to observe the beauty of their world.

  B. Daily successful, meaningful experiences will be provided to enhance each individual's self-concept.

  C. Additional books and materials will be provided for library and classroom use.

Career awareness has been an important part of our instructional program. With the funding of this project, it can be infused throughout the curriculum. Other subjects can be made more meaningful. More practical application can be made of theoretical concepts learned in school. The faculty will make a concerted effort to extend and enrich all areas of the curriculum as they demonstrate increased application of the career education concept in the instructional program. These activities and experiences will be extended beyond the funding of the project.

Many resource persons will be scheduled at appropriate age levels. Members of the PTA, Junior Woman's Club, and Career Education Staff will provide information and assistance in identifying and securing resource persons. Parents and members of the school staff will be used as resource persons.

Parents will assist teachers in planning field trips and by accompanying classes and special interest groups on these trips.

EXPENDITURES

I. Materials $1313.00

   A. Books

   B. Filmstrips

   C. Pictures (Study prints)

   D. Cassettes

   E. Attribute Blocks

   F. Puzzles (Career oriented)

   G. Puppets

   H. Games

   I. Woodworking

   J. Cooking Supplies

II. Equipment 1000.00

   A. Cassette players and recorders (4)

   B. Kitchen Equipment

   C. Cameras (2)

      1. Instamatic Kodak

      2. 8 mm (Super-8)

   D. 16 mm projector

   E. Listening Center
   12 additional earphones

   F. Scales

   G. Looms

   H. Sewing Machines (3)

III. Transportation

   A. Transportation for students 589.50

      1. Eight field trips @ 80 miles per trip; 32¢ per mile $204.80

2. Eighteen field trips @75 miles per trip; 10¢ per mile	135.00	
B. Travel		
1. Teachers to schools; industries, etc.	150.50	
2. Consultants	100.00	
IV. Services		$1297.50
A. Substitute teachers - 26 days @$20.00 per day - (2 days per teacher)	520.00	
B. Consultants	350.00	
C. Staff planning and development retreat	300.00	
D. Bus driver 50 hours @$2.75	127.50	

EVALUATION

A special faculty committee composed of Evelyn Anderson, Chairman, Myra LaFevers, Tim Rayne, Dollie Keaton, and Helen Harman will schedule special meetings to discuss and evaluate the program. The entire faculty will also be involved in evaluation on a regularly scheduled basis.

Informal discussions with children will help determine change in attitude and self-concept. Folders will be kept of the primary children's written work on field trips and resource people. Informal questionnaires will be given to a sample of the students.

CALDWELL CAREER EDUCATION PROGRAM

PROPOSED CAREER EDUCATION IMPLEMENTATION CONTRACT

The agreement is entered into between Caldwell Career Education Program, hereinafter referred to as the Career Program and Gamewell-Collettsville High School, hereinafter referred to as the school, for the purpose of providing professional and related services for the period of August 24 - June 5, 1973-74.

1. The Career Program agrees:

   A. To make payment to the administrative unit, upon receipt of itemized accounting activities and/or materials in the amount of $ 3000.00 for the period of August 24-June 5, 1973-74.

II. The School agrees:

   A. To provide career education services to their students in the following areas:

A.	Career Guidance-Objectives I,II,III, IV (Materials and Movie Projectors	$ 250.00
B.	Career Awareness-Objectives I,II,III Materials and (Transportation)	5082.40
C.	Interest and Enrichment Program - Objective V	500.00
D.	Services	200.00

III. Source of Funds: Budget, Caldwell Career Education Fund

Materials $ 2050.00, Transportation $ 500.00,

Equipment $ 250.00, Services $ 200.00

TOTAL $ 3000.00

IV. Attest:

Howard W. Holman (Principal) 9/6/73 (Date) E.M. White (Superintendent)

E.M. White (Advisory Board Chairman)

(Career Education Director)

OBJECTIVES IN CAREER EDUCATION FOR
CANTWELL-COLLINSVILLE HIGH SCHOOL 1973-1974

I. To increase awareness of the world of work.

1.1 Students will show an increase in their awareness of the world of work.

1.2 Students will demonstrate knowledge of the world of work through verbal and written communications.

1.3 Students will demonstrate awareness of the value and dignity of work.

II. To increase knowledge of career opportunities.

2.1 Students will show an increase in knowledge of the educational requirements of careers.

2.2 Students will show an increase in knowledge of skills required for different careers.

2.3 Students will show an increase in their awareness of the world of work.

III. To increase ability to recognize educational and career relationships.

3.1 Students will show an increase in knowledge of the educational requirements of careers.

3.2 The student will be able to apply knowledge and skills acquired in the classroom to living, learning, and making a living.

IV. To achieve 100% placement and follow-ups of students either in additional education or work.

4.1 The proportion of students applying for and entering post-secondary education and/or jobs will increase.

4.2 The school will increase the number of students placed in either additional education or work.

V. To increase awareness of the many possibilities for the use of leisure time.

5.1 Students will increase their participation in leisure time activities.

Method: All students and teachers will be involved

I. Career Awareness

To increase awareness of the world of work: Guidance personnel will meet with small groups of students and explore many career areas. Classroom teachers will attempt to make their curriculum more relevant by showing relationships between skills taught in school and those used in the world of work. Teachers will utilize resource speakers and field trips where appropriate in stressing the concept of living, learning, and making a living. Teachers will visit other schools when appropriate to observe other approaches to the Career Education Concept.
To increase knowledge of career opportunities: Guidance personnel will organize a shadow program for the purpose of taking students in small groups to meet people in the world of work doing what they think they would like to do. Each teacher will schedule at least one resource person per year and each student will participate in at least one career-oriented field trip per year.

To increase ability to recognize educational and career relationships: Each teacher will demonstrate an increased knowledge of the uniqueness of each child. Teachers will engage in monthly meetings for reviewing and sharing of ideas on ways to make the curriculum more "real" for the students. Teachers will utilize "hands on" activities, field trips, resource speakers, group discussions, and what ever appropriate material that can be made available when these methods of instruction will aid in helping the student to apply knowledge and skills acquired in the classroom to living, learning, and making a living.

II. Career Guidance

To achieve 100% placement and follow-up of students either in additional education or work: a placement service will be established to assist students in the following ways: selecting and getting enrolled in post-secondary education help in finding employment after graduation; help in finding part time or summer employment.

III. Interest and Enrichment

To increase awareness of the many possibilities for the use of leisure time: An interest and enrichment program will be provided for students having study hall. Students will be asked what type of interest courses they desire. From this list, course offerings will be determined and small groups will begin to take two week or shorter courses on a rotation basis. An industrial arts student teacher will be the instructor and will have a permanent classroom.

Expenditures

I. Career Awareness:

A. Transportation - 30 teachers with five sections each for approximately 145 field trips averaging twelve miles each @ 32¢ per mile/for 1820 miles. $582.40

B. Materials: (See attached list for examples)

Materials for 30 teachers for Career Awareness Program at $150.00 per teacher or $20.00 per section. $4500.00

Substitute teachers funds to allow 10 teachers @ $20.00 per day to visit other schools. $200.00

Total Career Awareness $5282.40

II. Interest and Enrichment Program materials:

These materials will be for courses such as pottery making, leather work, silk screen printing, small engine repair, and chip carving.

Total $500.00

III. Career Guidance

There is a need of one 16mm. movie projector to show career films. Last year career films received from industrial and other sources were shown to a total of 2000 students. Since there was an overload on existing projector use by increased guidance activity, a new projector for the guidance office is requested. Cost $250.00

Materials for Career Guidance are sufficient in hand.

Total Career Guidance $250.00

I. Career Awareness:

B. Materials (Examples)

1.	Accounting - 39 Recordings - 88 lessons - (Syllabus)	$294.00
2.	Algebra - 10 tapes - 12 units (Syllabus)	130.00
3.	Business Law-30 tapes - 60 lectures (Syllabus)	200.00
4.	General Math - 6 recordings - 12 lessons (Syllabus)	80.00
5.	Library Orientation - 12 tapes - 42 lectures	150.00
6.	Listening - 3 recordings - 6 lessons	48.00
7.	Dental-Medical terminology - 11 tapes - 22 lessons	141.00
8.	Salesmanship - 15 tapes - 30 lessons	190.00
9.	Sex Education - 5 tapes - 10 lectures - (Syllabus)	68.00
10.	Vocabulary Building - 4 recordings & Syllabus	55.00
11.	Black Inventors in U. S.	5.00
12.	Understanding Language filmstrips & Records	52.50
13.	Basic English Usage Filmstrips & Records	52.00
14.	High Interest Low Vocabulary Filmstrips (18 different subjects)	150.50

The above listing is just an example of the type of materials the faculty members are requesting and will use in their classes.

Date:

Objectives	Beginning Time	Completion Time
I.	August 24, 1973	June 5, 1974
II.	August 24, 1973	June 5, 1974
III.	August 24, 1973	June 5, 1974
IV.	August 24, 1973	June 5, 1974
V.	August 24, 1973	June 5, 1974

Evaluation:

Internally: Principal and teachers will review objectives monthly and with the help of supervisory personnel, evaluate progress.

Externally: Third Party evaluation.

Local Matching Input:

1. Library
2. Media Center
3. All Audio-Visual equipment
   a. Filmstrips Machines
   b. Overhead
   c. Projectors
   d. Cassette Recorders and players

4. Career-Oriented Games
5. The percent of time spent on the Career Education program by the secretary, librarian, and guidance personnel is difficult to estimate at this time. All are Career-Education oriented and do devote a large amount of time in this area

6. Many resource individuals and businesses (in our school community) are willing to work with us in Career Education and have volunteered their services and establishments.

Plans for Continuation:

An effort will be made to obtain enough local school funds for field trip transportation. Materials will have or can be maintained by local school funds. The guidance program will have to be altered slightly because of the loss of the extra half-time counselor. The rest of the activities can continue at the same levels of involvement.

CALDWELL CAREER EDUCATION PROGRAM

PROPOSED CAREER EDUCATION IMPLEMENTATION CONTRACT

The agreement is entered into between Caldwell Career Education Program, hereinafter referred to as the Career Program and Gamewell Elementary School, hereinafter referred to as the school, for the purpose of providing professional and related services for the period of Sept. - June, 1973-74.

I. The Career Program agrees:

A. To make payment to the administrative unit, upon receipt of itemized accounting activities and/or materials in the amount of $ 3235.00 for the period of ten (10) months.

II. The School agrees:

A. To provide career education services to their students in the following areas:

A. Career Awareness and Information	$ 5,585.00
B.	$
C.	$
D.	$
E.	$
F.	$

III. Source of Funds: Budget, Caldwell Career Education Fund

Materials $ 1155.00, Transportation $ 950.00

Equipment $ 580.00, Services $ 550.00

TOTAL $ 3235.00

IV. Attest:

Donald W. Bentley
(Principal)

(Date)

E. M. White
(Superintendent)

E. M. White
(Advisory Board Chairman)

(Career Education Director)

PRODUCT GOALS AND OBJECTIVES

I. To increase awareness of the world of work

1.1 Students will show an increase in their awareness of the world of work.

1.2 Students will demonstrate knowledge of the world of work through verbal and written communications.

1.3 Students will demonstrate awareness of the value and dignity of work.

II. To increase knowledge of career opportunities

2.1 Students will show an increase in knowledge of career areas. (grades 4-14)

2.2 Students will show an increase in their awareness of the world of work. (1.1)* (grades K-3)

III. To increase decision-making and problem-solving skills

3.1 The student will demonstrate the ability to develop alternative solutions to problems.

3.2 Students will be able to demonstrate growth in self-discipline and personal responsibility.

IV. To increase positive interaction within and among the schools and between the schools and the community

4.1 Positive interaction among students and between students and faculty will increase.

4.2 Positive interaction between faculty and administration will increase.

4.3 Curricular articulation and communication among schools will increase.

4.4 Positive interaction between the schools and community will increase.

V. To enhance each individual's self-concept

5.1 Students will demonstrate positive attitudes towards themselves and others.

5.2 The positive nature of teachers' response to student achievement will increase.

5.3 The teacher will demonstrate an increased knowledge of the uniqueness of each child.

5.4 An increased number of students will be engaged in activities which reflect individual needs.

VI. To increase awareness of the many possibilities for the use of leisure time

6.1 Students will increase their participation in leisure time activities.

VII. To increase teachers' knowledge and application of the career education concept.

7.1 Teachers will show an increase in their knowledge of the career education concept.

7.2 Teachers will demonstrate increased application of the career education concept in the instructional program.

* Indicates identical product objectives.

PROCESS GOALS AND OBJECTIVES

I. To provide career-related materials

1.1 The project will provide and disseminate a variety of materials for use in classrooms, libraries and guidance offices.

1.2 Teacher-made materials will be developed.

II. To provide assistance in the utilization and integration of career-related materials

2.1 The librarian and/or technician will collect materials suitable to the maturity level of the students for each teacher who requests materials for use in a specific unit of study.

2.2 Teachers will provide for student use appropriate industry-produced resource materials.

2.3 The staff will assist classroom teachers in the development of teachers-made materials upon request.

III. To provide students and teachers first-hand work exposure outside the classroom

3.1 Each student will participate in at least three career-oriented field trips per year.

3.2 Teachers will visit two local industries per year. (6.2)*

IV. To infuse career education into the curriculum

4.1 Staff development will stress the infusion of career education into the curriculum.

4.2 Teachers will engage in monthly meetings for reviewing and sharing of ideas.

4.3 Groups of teachers will meet to correlate curricular activities at least monthly.

4.4 The staff will provide assistance to teachers as requested in developing methods of infusing the career concept into the curriculum.

V. To utilize community resources in providing information and experiences concerning careers

5.1 Each teacher will schedule at least three resource persons per year.

5.2 Staff and schools will identify a group of community resource persons.

5.3 The staff and schools will identify a group of organizations suitable for field trips.

VI. To provide educational and/or work placement services for all students

6.1 Principals, in consultation with guidance personnel and classroom teachers, will place each student in the appropriate educational setting. (grades K-9)

6.2 The staff will assist teachers in identifying the individual needs of students.

VII. To incorporate decision-making and problem-solving activities into the education program

7.1 Students will engage in activities designed to build problem-solving and decision-making skills daily.

7.2 Teachers will employ activities which build problem-solving and decision-making skills daily.

VIII. To provide students with opportunities to evaluate individual or group behavior

8.1 Teachers will provide opportunities for students to evaluate individual or group behavior patterns.

IX. To provide experiences which will cause enhancement of each individual's self-concept

9.1 The staff will provide staff development of at least sixteen hours to assist teachers in developing skills in enhancing student self-concepts.

9.2 Teachers will demonstrate an increased utilization of methods and techniques which enhance student self-concept.

X. To provide opportunities which create an appreciation of and interest in the cultural arts and crafts

10.1 Each student will be exposed daily to at least one of the many art forms.

10.2 Teachers will provide daily opportunities for students to observe the beauty of their world.

* Indicates identical process objectives.

METHODS AND TECHNIQUES

1. A workshop in career education will be conducted by the staff in order to help teachers to become aware of the career concept and to help implement the career concept.

2. Teachers will meet regularly to plan and correlate activities with the regular classroom instruction.

3. Recognition of teacher and student successes will be employed to encourage innovative ideas in order to carry out the objectives of this proposal.

4. Each teacher will infuse the career concept into the subject matter in their classroom activities.

5. Field trips and resource people will be utilized to bring the community into the classroom and to take the classroom into the community.

6. The faculty will cooperate with the county staff in implementing the career concept.

7. One person will be designated to make contacts for field trips and for resource people.

8. Each student will be taken on at least three field trips and exposed to at least five resource people.

9. Much emphasis will be placed on improving each child's self-concept. Released time will be provided for teachers to attend in-service workshops, visit other schools, visit industries and businesses.

10. Materials will be supplied to aid teachers in implementing the career concept.

DATE: All objectives will be in whenever this proposal is approved and they will be carried on indefinitely.

EXPENDITURES

I. Transportation:

A. $950.00 --- 38 teachers involving 930 students, three field trips @ 32¢ per mile.

B. $400.00 --- Mini-field trips involving 300 students (4-6), constantly traveling to industries and businesses.

II. Services:

A. $650.00 --- Substitute pay for teachers to have released time to visit businesses, industries, and other career education programs.

III. Materials:

A. $1,000.00 --- Miscellaneous. This miscellaneous money is a very important part of our career education program. This money will be used to help teachers carry out small projects that they originate during the year. This serves as an added incentive that helps encourage teachers to work and think career education.

B. $100.00 ----- Materials for hands-on experience for sixth grade students. Project will include resource people and a field trip related to the use of these materials, in addition to the actual hands-on experience provided for the students.

C. $100.00 ----- Materials for hands-on experience for fifth grade students. Project will include resource people and an investigation of the careers related to this experience. The experiences which students will gain from this project may help them make better use of their leisure time as well as introducing several careers to them.

D. $105.00 ----- Search Magazine (16 copies)

E. $880.00 ----- SRA Kits

F. $20.00 ----- Career Education Digest -- 2 subscriptions @ $10.00 each

IV. Equipment:

A. $180.00 ----- filmstrip viewers (10)

B. $600.00 ----- listening centers (10)

C. $600.00 ----- cassette tape players (10)(to drive the listening centers)

EVALUATION

I. Internally: With the help of the supervisory personnel, the principal and teachers will review objectives monthly and evaluate the career education program of the school.

II. Externally: Third party evaluators

LOCAL MATCHING INPUT

Cassette Recorders (6)
Listening Centers (9)
Record Players (39)
Tape Recorders (8)
Filmstrip Projectors (16)
Filmstrip Previewers (12)
Library Books (10+ per child)
Overhead Projectors (18)
Opaque Projectors (2)
16mm Projectors (5)
Large number of businesses, industries, and resource people in the Lenoir area.

PLANS FOR CONTINUATION

Much of the equipment we are requesting may be used long after funding of the project has stopped. With this equipment and with a concerted effort on the part of the teachers, principal, and supervisors, career education can be continued with no additional funding. We at Gamewell Elementary School plan to continue to search for new and better ways of developing career education in our school and to carry on after the project has ended.

CALDWELL CAREER EDUCATION PROGRAM

PROPOSED CAREER EDUCATION IMPLEMENTATION CONTRACT

The agreement is entered into between Caldwell Career Education Program, hereinafter referred to as the Career Program and Gamewell Junior High School, hereinafter referred to as the school, for the purpose of providing professional and related services for the period of September - June, 1973-74.

I. The Career Program agrees:

A. To make payment to the administrative unit, upon receipt of itemized accounting activities and/or materials in the amount of $3122.00 for the period of nine (9) months.

II. The School agrees:

A. To provide career education services to their students in the following areas:

A.	Transportation	$ 950.00
B.	Services	$ 440.00
C.	Materials	$ 880.00
D.	Equipment	$ 1,134.00
E.		$
F.		$

III. Source of Funds: Budget, Caldwell Career Education Fund

Materials $ 880.00, Transportation $ 950.00.

Equipment $ 830.00, Services $ 462.00

TOTAL $ 3122.00

IV. Attest:

James E. Benfield
(Principal)

9-10-73
(Date)

E. M. White
(Superintendent)

E. M. White
(Advisory Board Chairman)

(Career Education Director)

CAREER AWARENESS AND GUIDANCE

I. To increase awareness of the world of work

1.1 Students will show an increase in their awareness of the world of work.

1.2 Students will demonstrate knowledge of the world of work through verbal and written communications.

1.3 Students will demonstrate awareness of the value and dignity of work.

II. To increase knowledge of career opportunities

2.1 Students will show an increase in knowledge of the educational requirements of careers. (grades 7-14)

2.2 Students will show an increase in knowledge of skills required for different careers. (grades 7-14)

2.3 Students will show an increase in knowledge of career areas. (grades 4-14)

2.4 Students will show an increase in their awareness of the world of work. (1.1)* (grades 7-14)

III. To increase ability to recognize educational and career relationships

3.1 Students will show an increase in knowledge of the educational requirements of careers. (2.1)* (grades 7-14)

3.2 The student will be able to apply knowledge and skills (learning) acquired in the classroom to living and making a living. (grades 9-14)

3.3 The student will demonstrate a knowledge of the interdependence of living, learning, and working. (grades K-8)

IV. To increase decision-making and problem-solving skills

4.1 The students will demonstrate the ability to develop alternative solutions to problems.

4.2 Students will be able to demonstrate growth in self-discipline and personal responsibility.

V. To increase positive interaction within and among the schools and between the school and the community

5.1 Positive interaction among students and between students and faculty will increase.

5.2 Positive interaction between faculty and administration will increase.

5.3 Curricular articulation and communication among schools will increase.

5.4 Positive interaction between the schools and community will increase.

VI. To enhance each individual's self-concept

6.1 Students will demonstrate positive attitudes towards themselves and others.

6.2 The positive nature of teachers' response to student achievement will increase.

6.3 The teacher will demonstrate an increased knowledge of the uniqueness of each child.

6.4 An increased number of students will be engaged in activitie which reflect individual needs.

VII. To increase awareness of the many possibilities for the use of leisure time

7.1 Students will increase their participation in leisure time activities.

VIII. To increase teachers' knowledge and application of the career education concept

8.1 Teachers will show an increase in their knowledge of the career education concept.

8.2 Teachers will demonstrate increased application of the career education concept in the instructional program.

* Indicates identical product objectives.

PROCESS OBJECTIVES

I. To provide developmental guidance (grades K-14)

1.1 Guidance personnel will meet with all students in small groups, clusters, and/or individually.

1.2 Guidance personnel will arrange on-site observation for students who express specific job interests. (4.3, 6.1)* (grades 6-14)

1.3 Guidance personnel will conduct individual and/or group follow-ups of guidance activities.

1.4 Guidance personnel will provide referral services as needed.

1.5 Guidance personnel will provide in service training on the classroom application of developmental guidance for all classroom teachers.

II. To provide career-related materials

2.1 The project will provide and disseminate a variety of materials for use in classrooms, libraries and guidance offices.

2.2 Teacher-made materials will be developed.

III. To provide assistance in the utilization and integration of career-related materials

3.1 The librarian and/or technician will collect materials suitable to the maturity level of the students for each teacher who requests materials for use in a specific unit of study.

3.2 Teachers will provide for student use of appropriate industry-produced resource materials.

3.3 The staff will assist classroom teachers in the development of teachers-made materials upon request.

IV. To provide students and teachers first-hand work exposure outside the classroom

4.1 Each student will participate in at least three career-oriented field trips per year.

4.2 Teachers will visit two local industries per year. (6.2)*

4.3 Guidance personnel will arrange on-site observation for students who express specific job interests. (1.2, 6.1)*

V. To infuse career education into the curriculum

5.1 Teachers will engage in monthly meetings for reviewing and sharing of ideas.

5.2 Groups of teachers will meet to correlate curricular activities at least monthly.

5.3 The staff will provide assistance to teachers as requested in developing methods of infusing the career concept into the curriculum.

5.4 Teachers and counselors will confer to correlate guidance and classroom activities at least four times per year.

VI. To utilize community resources in providing information and experiences concerning careers

6.1 Guidance personnel will arrange on-site observation for students who express specific job interests.

6.2 Teachers will visit two local industries per year. (4.2)*

6.3 Each teacher will schedule at least three resource persons per year.

6.4 Staff and schools will identify a group of community resource persons.

6.5 The staff will establish four advisory committees representing business, industry, the profession, parents, and the community at large.

6.6 The staff and schools will identify a group of organizations suitable for field trips.

VII. To provide educational and/or work placement services for all students

7.1 Principals, in consultation with guidance personnel and classroom teachers, will place each student in the appropriate educational setting. (grades K-9)

7.2 The staff will assist teachers in identifying the individual needs of students.

VIII. To incorporate decision-making and problem-solving activities into the educational program

8.1 Students will engage in activities designed to build problem-solving and decision-making skills daily.

8.2 Teachers will employ activities which build problem-solving and decision-making skills daily.

IX. To provide students with opportunities to evaluate individual or group behavior

9.1 Teachers will provide opportunities for students to evaluate individual or group behavior patterns.

X. To provide experiences which will cause enhancement of each individual's self-concept

10.1 The staff will provide staff development of at least sixteen hours to assist teachers in developing skills in enhancing student self-concepts

10.2 Teachers will demonstrate an increased utilization of methods and techniques which enhance student self-concept.

XI. To provide opportunities which create an appreciation of and interest in the cultural arts and crafts

11.1 Each student will be exposed daily to at least one of the many art forms.

* Indicates identical process objectives.

METHODS AND TECHNIQUES

1. A workshop in career education will be conducted by the staff in order to help all new teachers to become aware of the career concept and to help implement the career concept.

2. Teachers will meet weekly to plan and correlate activities with the regular classroom and the middle grades occupational classes.

3. Recognition of teacher and student successes will be employed to encourage innovative ideas in order to carry out the objectives of this proposal.

4. Each teacher will infuse the career concept into the subject matter in their classroom.

5. Field trips and resource people will be utilized to bring the community into the classroom and to take the classroom into the community.

6. The faculty will cooperate with the county staff in implementing the career concept.

7. One person will be designated to make contacts for field trips and for resource people.

8. Each student will be taken on at least three field trips and exposed to at least five resource people.

9. Much emphasis will be placed on improving each child's self-concept. Released time will be provided for teachers to attend in service workshops, visit other schools, visit industries and businesses.

10. Materials will be supplied to aid teachers in implementing the career concept.

DATE: All objectives will begin whenever this proposal is approved and they will be carried on indefinitely.

EXPENDITURES

I. Transportation:

A. $550.00 --- 16 teachers involving 300 students, three field trips, @ 32¢ per mile.

B. $400.00 --- Mini-field trips involving 300 students, constantly traveling to industries and businesses.

II. Services:

A. $440.00 --- Substitute pay for teachers to have released time to visit businesses, industries, and other career education programs.

III. Materials:

A. $600.00 --- Miscellaneous- This miscellaneous money is a very important part of our career education program. This money will be used to help teachers carry out small projects that they originate during the year. This serves as an added incentive that helps encourage teachers to work and think career education.

B. $100.00 --- Materials for hands-on experience for eighth grade students. Project will include resource people and a field trip related to the use of these materials, in addition to the actual hands-on experience provided for the students.

C. $100.00 --- Materials for hands-on experience for seventh grade students. Project will include resource people and an investigation of the careers related to this experience. The experiences which students will gain from this project may help them make better use of their leisure time as well as introducing several careers to them.

D. $ 50.00 --- Charlotte Observer (daily and Sunday) to be used in career activities in a classroom.

E. $ 15.00 --- Current Event Magazine (16 copies)

F. $ 15.00 --- Search Magazine (16 copies)

IV. Equipment:

A. $ 90.00 --- filmstrip viewers (5)

B. $300.00 --- listening centers (5)

C. $300.00 --- Cassette tape players (5) (to drive the listening centers)

D. $189.00 --- Micro-projector

E. $130.00 --- Micro projector accessories (must have accessories in order to use projector effectively)

F. $125.00 --- 8mm Movie Camera- In addition to bringing various careers into our school, this camera can be used to help **sell** career education to the community and to potential resource people.

EVALUATION

I. Internally: With the help of the supervisory personnel, the principal and teachers will review objectives monthly and evaluate the career education program of the school.

II. Externally: Third party evaluators

LOCAL MATCHING INPUT

Record players (5)
Tape recorders (2)
Filmstrip projectors (2)
Filmstrips ( )
Library books (10+ per child)
Over head projectors (3)
Opaque projector (1)
Middle Grades Program (Provides hands-on experience and a variety of equipment)
Large number of businesses, industries, and resource people in the Lenoir area.

PLANS FOR CONTINUATION

Much of the equipment we are requesting may be used long after funding of the project has stopped. With this equipment and with a concerted effort on the part of the teachers, principal, and supervisors, career education can be continued with no additional funding. We at Gamewell Junior High plan to continue to search for new and better ways of developing career education in our school.

CALDWELL CAREER EDUCATION PROGRAM

PROPOSED CAREER EDUCATION IMPLEMENTATION CONTRACT

The agreement is entered into between Caldwell Career Education Program, hereinafter referred to as the Career Program and Granite Falls Elementary School, hereinafter referred to as the school, for the purpose of providing professional and related services for the period of School term, 1973-74.

I. The Career Program agrees:

A. To make payment to the administrative unit, upon receipt of itemized accounting activities and/or materials in the amount of $ 3152.00 for the period of ____________.

II. The School agrees:

A. To provide career education services to their students in the following areas:

A. Total student body grades 1-8 (1095) students $
B. $
C. $
D. $
E. $
F. $

III. Source of Funds: Budget, Caldwell Career Education Fund

Materials $ 2150.00, Transportation $ 312.00,

Equipment $ 300.00, Services $ 390.00

TOTAL $ 3152.00

IV. Attest:

L. E. Cagle
(Principal)

9-6-73
(Date)

E. M. White
(Superintendent)

E. M. White
(Advisory Board Chairman)

(Career Education Director)

Granite Falls Elementary School
L. E. Cagle, Principal
Granite Falls, N. C.

CAREER EDUCATION PROPOSAL

A. Objectives

1. To infuse Career Education into the curriculum
2. To increase knowledge of career opportunities
3. To increase awareness of the world of work
4. To use community resources in providing information and experiences in careers
5. To increase awareness of the possibilities for the use of leisure time

B. Method

1. Entire professional staff, total central office staff, total student body, and community resource people will be involved
   - a. Staff meetings
   - b. Wide variety of use of materials and equipment
   - c. Local area resource people
   - d. Visits by staff members to other schools and points of interest
   - e. Field trips

C. Date

1. Entire school term: 9/1/73-6/1/74

D. Expenditures

1.	Materials	-	$ 4300.00
2.	Equipment	-	600.00
3.	Services	-	780.00
4.	Transportation	-	624.00
	Total		6304.00

E. Local matching input or support

1. Total staff and student body
2. All school plant and facilities
3. School owned materials and equipment

F. Evaluation

1. Local professional staff will evaluate
2. Central office staff will evaluate
3. Outside personnel will evaluate

CALDWELL CAREER EDUCATION PROGRAM

PROPOSED CAREER EDUCATION IMPLEMENTATION CONTRACT

The agreement is entered into between Caldwell Career Education Program, hereinafter referred to as the Career Program and Happy Valley Elementary School, hereinafter referred to as the school, for the purpose of providing professional and related services for the period of September to June, 1973-74.

I. The Career Program agrees:

A. To make payment to the administrative unit, upon receipt of itemized accounting activities and/or materials in the amount of $ 3145.00 for the period of ten (10) months.

II. The School agrees:

A. To provide career education services to their students in the following areas:

A.	Materials (Interest Program - Media Center)	$ 1900.00
B.	Transportation (Student Field Trips-Teacher Visitations)	$ 985.00
C.	Services (Resource People - Substitute Pay)	$ 900.00
D.	Equipment (Media Center - Interest Program)	$ 830.00
E.		$
F.		$

III. Source of Funds: Budget, Caldwell Career Education Fund

Materials $ 1400.00, Transportation $ 685.00,

Equipment $ 430.00 Services $ 630.00

TOTAL $ 3145.00

IV. Attest:

(Principal)

September 7, 1973
(Date)

E. M. White
(Superintendent)

E. M. White
(Advisory Board Chairman)

(Career Education Director)

CAREER EDUCATION PROPOSAL
FOR
HAPPY VALLEY ELEMENTARY SCHOOL

1973 - 1974

I. Objectives - We plan to follow and implement the Product and Process Goals and Objectives for Students in Grades K-8 that had already been developed for the Caldwell County Career Education Project.

II. Method or Technique

A. Transportation

1. Field trips for students and teachers K-8
2. Teacher visitations

B. Services

1. Resource people (K-8)
2. Special assembly programs (K-8)
3. Interest area program for students in grades 7 & 8
4. Development and coordination of a career education reference center with our current media center
5. Teacher awareness - Teachers to become more aware and to demonstrate increased application of the career education concept in the instructional program.

III. Date - We plan to begin this program as early as possible in the 1973-74 school year and will continue the program until our objectives have been realized.

IV. Expenditures

A. Materials

1. Books - pamphlets	$ 800.00
2. Recordings - tapes	150.00
3. Film strips - transparencies	300.00
4. Study prints	50.00
5. Kits - games	300.00
6. Interest program	200.00
7. Miscellaneous	100.00
Total	$1900.00

B. Transportation

1. Student field trips	$ 800.00
2. Teacher visitations	185.00
Total	$ 985.00

C. Services

1. Resource people	$ 300.00
2. Substitute pay	600.00
Total	$ 900.00

D. Equipment

1. Media Center	
a. Record players	$ 100.00
b. Film strip projectors	150.00
c. Cassette tape recorders	80.00
2. Interest Program	400.00
3. Miscellaneous	100.00
Total	$ 830.00
Grand Total	$ 4615.00

V. Evaluation

- A. Teacher observation
- B. Community response
- C. Student response (attitude change)

CALDWELL CAREER EDUCATION PROGRAM

PROPOSED CAREER EDUCATION IMPLEMENTATION CONTRACT

The agreement is entered into between Caldwell Career Education Program, hereinaft referred to as the Career Program and HIBRITEN HIGH SCHOOL hereinafter referred to as the school, for the purpose of providing professional and related services for the period of August 24-June 5, 1973-74.

I. The Career Program agrees:

A. To make payment to the administrative unit, upon receipt of itemized accounting activities and/or materials in the amount of $ 3302.00 for the period of August 24-June 5, 1973-74.

II. The School agrees:

A. To provide career education services to their students in the following areas:

A.	Self-Awareness (Objective I)	$ 825.00
B.	Living, Learning, and Making a Living (Revelancy in the classroom)(Objective II)	$ 2368.80
C.	Career Guidance (Objective III)	$ 175.00
D.	Interest Exploration Program (Objective IV)	$ 500.00
E.		$
F.		$

III. Source of Funds: Budget, Caldwell Career Education Fund

Materials $1957.00, Transportation $ 270.00.

Equipment $ 50.00, Services $ 1025.00

TOTAL $ 3302.00

IV. Attest:

(Principal) (Date) F. M. White (Superintendent)

F. M. White (Advisory Board Chairman) (Career Education Director)

OBJECTIVES IN CAREER EDUCATION FOR HIBRITEN HIGH SCHOOL....1973-74

I. To increase self-awareness

1.1. To increase students awareness of themselves as individuals.

1.2. To increase understanding of the development of self-awareness.

II. Living, Learning and Making a Living....Revelancy in the classroom.

2.1. Students will be albe to demonstrate the correlation of classroom instruction to living, learning, and making a living.

III. Career Guidance

3.1. Guidance personnel will meet with small groups of students for the purpose of exploring their feelings, values, and attitudes as they relate to getting along with others.

3.2. Guidance personnel will provide follow-up studies of last year's senior class.

3.3. The school will help graduating seniors find full-time employment when this is desired and/or part-time or summer jobs for other students.

IV. Interest Exploration Program

4.1. To increase awareness of the many possibilities for the use of leisure time.

Method:

I. SELF-AWARENESS ....All students and all faculty will be involved

To increase students awareness of themselves as individuals: Throughout the school year, consultants will meet with the entire student body to explore ways to enhance individualism. They will also work with small groups of studants to help them learn to react positively toward themselves and others.

To increase understanding of the development of self-awareness: The consultants will hold conferences with teachers for the purpose of helping them develop positive interaction among the students and the faculty, thus providing for individual awareness in their classroom.

II. LIVING, LEARNING, AND MAKING A LIVING...Revelancy in the Classroom Students of the following teachers will be involved: Kirsten, Boz[illegible], Abernathy, Hensley, Young, Carlton, Adderholdt, Oxford, Moore, Mason, Hubbard, Smith, Stroup, Mast, Rucker.

Classroom teachers will attempt to make their curriculum more relevant by showing relationships between skills taught in school and those used in the world of work. Teachers will utilize resource speakers, field trips, "hands on activities", and essential career materials when appropriate in their search for ways to make their curriculum more relevant to the student.

III. CAREER GUIDANCE.......All students and counselors

Small group activities will be held to explore ways to improve interpersonal relationships with others. Ulitization will be made of community, school faculty, and outside resource personnel as well as any appropriate materials in helping these students find values they can live with. In the follow-up studies, graduates and dropouts in last year's senior class will be contacted and information recorded concerning their employment, post-secondary education plans, and their suggestions for improving the high school curriculum. A placement service will be established to assist students in finding employment after graduation or finding part-time or summer employment.

IV. INTEREST EXPLORATION PROGRAM......All students and all faculty

The student body will be given an opportunity to attend monthly assembly programs which will create an appreciation of and interest in the cultural arts. Guest speakers, groups, etc., will be scheduled for this purpose.

BUDGET PROPOSED

I. Self-Awareness

Consultants for 11 days @ $75.00 per day for a total..$825.00
To work with total student body, faculty, and parents.

Total Self-awareness Program $825.00

II. Living, Learning, and Making a Living...Revelancy in the Classroom

A. Transportation.....14 teachers with five sections each for approximately 70 field trips averaging twelve (12) Miles each @ 32¢ per mile for 840 miles.....$268.80

B. Classroom materials needed:

Examples of needs:

CONSUMER EDUCATION KIT
USING YOUR VOICE
TEENAGE REBELLION: CHALLENGE TO AUTHORITY
JOB EXPERIENCE KIT
HOW TO LAY BRICK (SLIDE SET)
YOUR FUTURE AS......(BOOK SERIES)
DARE TO BE DIFFERENT
YOUR PERSONALITY: THE YOU OTHERS KNOW
FOLK SONG BOOKS

Materials for 14 teachers at $150.00 per teacher...$2100.00

Total Revelancy in the Classroom Program $2368.80

III. Career Guidance:

A. Materials for senior follow-up :

Postage..............$ 25.00
Mailable cards....... 100.00
Cassette tape recorder.50.00 (To tape interviews with former students when they approve and the conversation will help those still in school.

Total $175.00

IV. Interest Exploration Program

A. 10 assembly programs @ $50.00 per program for consultant help for a total of $500.00

Total cost of program $3868.80

Materials $2225.00
Transportation $268.80
Equipment $50.00
Services $1325.00

Date:

Objectives	Beginning Time	Completion Time
I.	August 24, 1973	June 5, 1974
II.	August 24, 1973	June 5, 1974
III.	August 24, 1973	June 5, 1974
IV.	August 24, 1973	June 5, 1974

Evaluation:

Internally: Principal and teachers will review objectives monthly and with the help of supervisory personnel, evaluate progress.

Externally: Third Party evaluation

Local Matching Input:

Record players	5
Film projectors..16mm	6
Film projectors...silent	5
Overhead projectors	5
Books (Career orientation)	200
Filmstrips (silent)	50
" " (sound)	25
Transparencies	20

Plans for Continuation:

An effort will be made to obtain funds for field trip transportation and the continuation of the interest exploration program activities. The guidance program will work to increase their follow-up and placement services. Classroom activities can continue at the same levels of involvement and work to upgrade their relevancy to the student's awareness of his world.

CALDWELL CAREER EDUCATION PROGRAM

PROPOSED CAREER EDUCATION IMPLEMENTATION CONTRACT

The agreement is entered into between Caldwell Career Education Program, hereinafter referred to as the Career Program and Hudson High School, hereinafter referred to as the school, for the purpose of providing professional and related services for the period of August 24--June 5, 1973-74.

I. The Career Program agrees:

A. To make payment to the administrative unit, upon receipt of itemized accounting activities and/or materials in the amount of $ 3300.00 for the period of August 24, 1973----June 5, 1974.

II. The School agrees:

A. To provide career education services to their students in the following areas

A.	Career Awareness in Mathematics (materials, equipment, transportation)	$ 1535.85
B.		$
C.		$
D.		$
E.		$
F.		$

III. Source of Funds: Budget, Caldwell Career Education Fund

Materials $ 3000.00, Transportation $ 300.00.

Equipment $ 0, Services $ 0

TOTAL $ 3300.00

IV. Attest:

(Principal) (Date) E M White (Superintendent)

E M White (Advisory Board Chairman) (Career Education Director)

Objectives in Career Education For
Hudson High School
1973-1974

1. To prepare students mathematically for any career, occupation, or further education they might choose.

    1.1 Students will show an increase in their awareness of the world of work.

    1.2 Students will demonstrate knowledge of the world of work through verbal and written communications.

    1.3 Students will be able to apply knowledge and skills acquired in the classroom to living and making a living.

    1.4 Students will demonstrate a knowledge of the interdependence of living, learning, and working.

    1.5 Students will demonstrate the ability to develop alternate solutions to problems.

    1.6 Math teachers will show an increase in their knowledge of the career education concept.

    1.7 Math teachers will demonstrate increased application of the career education concept in the instructional program.

Methods

(Involvement: Ten teachers, eight full-time and two part-time, and approximately 1225 students at Hudson High School will be affected by this project.)

I. Career Awareness in Mathematics

To increase knowledge of math applications in career opportunities: Math personnel will take students to various work situations where career applications of mathematics are required. Resource people will be used in the classroom for career emphasis. Career-related materials for specific courses will be obtained and placed at the disposal of teachers and students in those courses. A career mobile unit containing teaching-learning kits, slides, tapes, filmstrips, recordings, books, pamphlets, etc., will be developed for use in all math classes on a rotating schedule as needed. These needs will be defined by those career emphases being written into each math course curriculum, on a specific time and content basis. Materials from the portable resource unit will be available for any teacher or student's use on an independent basis so long as it is not needed for teacher or department planned group activity.

To increase ability to recognize math skills and career relationships: Teachers will compile, study, and use career-oriented materials in all math courses. As background knowledge of materials and students increases, teachers will utilize guidance materials, mathematics resources, resource people, and field trips along with independent study to approach students' needs and interests on an individual basis.

II. Career Awareness

To increase awareness to the world of work: As students are involved in class activities, field trips, and dialogue with resource persons in an effort to stress application of math skills, they (students) will have increased opportunity to see job-school-self relationships and to meet those attitudes and concepts conducive to living, learning, and making a living.

To increase knowledge of career opportunities: Each student and each teacher will have an opportunity to increase his over-all knowledge of careers and their opportunities. Although the emphasis will be math-centered, no effort will be made to limit the scope of the experience to that one field. Rather, the math department feels an increased opportunity and responsibility to assume a leadership role in the promotion of career education. Materials and experiences prescribed for math students in math classes will have effects crossing departmental lines. This will be encouraged. The mobile career materials unit to be developed will be useful to several departments as it will be a library of materials with many school course relations. Materials to be included will be of a semi-permanent type, that is, useful for several years. Thus the project extends far beyond the year of funding.

e used in developing career mobile unit)

Title	Description	Vendor	Unit Cost	Total Cost
Job	book	Channing L. Bote Co.	24.00	24.00
(Dubnick)	book	Steck-Vaughn	1.32	1.32
ture	book	Scholastic Magazines	2.00	2.00
(Pancrazio)	book	Benefic Press	3.96	3.96
Facts	book	SRA Cat. #5-110	5.20	15.60
ndbook	book	U. S. Gov't. Printing	6.25	18.75
hs	pamphlet set	Institute for Research	155.08	155.08
Game	game	Western Publishing Company	33.33	33.33
e	game	Western Publishing Company	46.67	46.67
	game	J. Weston Walch	2.50	15.00
tics urant & Robbins)	book	Geyer	7.50	7.50
Medicine	book	Julian Messner Publishing Co.	3.95	3.95
As A Career oylau)	book	Walch Publishin Co.	4.50	4.50
nd What They Do (Braidwood)	book	Watts, Inc.	3.95	3.95

Materials: Part I (to be used in developing career mobile unit)

[illegible]	Title	Description	Vend
1	*About Getting A Job*	book	Channing L
1	*A Job For You* (Dubnick)	book	Steck-Vaugh
1	*Jobs in Your Future*	book	Scholastic
1	*It's Your Life* (Pancrazio)	book	Benefic Pr
3	*Handbook of Job Facts*	book	SRA Cat. #
3	*Occupational Handbook*	book	U. S. Gov'
1	*Career Monographs*	pamphlet set	Institute Re
1	Economic System Game	game	Western Pu
1	Life Career Game	game	Western Pu
6	World of Work	game	J. Weston
1	*What Is Mathematics* (Courant & Robbins)	book	Geyer
1	*Your Career in Medicine*	book	Julian Mes Publish
1	*School Teaching As A Career* (Boylau)	book	Walch Publ
1	*Archeologists and What They Do* (Braidwood)	book	Watts, Inc

Title	Description	Vendor	Unit Cost	Total Cost
reign Languages (Cohn)	book	Walch Publishing Co.	4.50	4.50
hat They Do (Coy)	book	Watts Publishing Co.	3.95	3.95
Physical Therapy (Darby)	book	Julian Messner Publishing Co.	3.95	3.95
the Communications (Dietz)	book	John Day Publishing Company	4.29	4.29
the Education Services (Dietz) ½	book	John Day Publishing Company	4.29	4.29
the Health Services (Dietz)	book	John Day Publishing Company	4.29	4.29
the Transportation y (Dietz)	book	John Day Publishing Company	4.25	4.25
the World of Travel (Dowell)	book	Julian Messner Publishing Co.	4.50	4.50
Interior Design (Doyle)	book	Julian Messner Publishing Co.	4.29	4.29
ssional Careers (Duckat)	book	Julian Messner Publishing Co.	5.64	5.64
(Fisher)	book	Watts Publishing Co.	3.75	3.75
my (Freeman)	book	Random House	2.50	2.50
fic Experiments (Freeman)	book	Random House	2.50	2.50
ilmmaking (Gordon)	book	Julian Messner Publishing Co.	4.29	4.29

Number	Title	Description	Vend
1	Careers With Foreign Languages (Cohn)	book	Walch Publi
1	Engineers and What They Do (Coy)	book	Watts Publi
1	Your Career in Physical Therapy (Darby)	book	Julian Mess Publis
1	You Can Work in the Communications Industry (Dietz)	book	John Day Pu Compa
1	You Can Work in the Education Services (Dietz)½	book	John Day Pu Compa
1	You Can Work in the Health Services (Dietz)	book	John Day Pu Com
1	You Can Work in the Transportation Industry (Dietz)	book	John Day Pu Compa
1	Your Career in the World of Travel (Powell)	book	Julian Mess Publish
1	Your Career in Interior Design (Doyle)	book	Julian Mess Publish
1	A Guide to Professional Careers (Duckat)	book	Julian Mess Publi
1	The Architects (Fisher)	book	Watts Publi
1	Fun With Astronomy (Freeman)	book	Random Hous
1	Fun With Scientific Experiments (Freeman)	book	Random Hous
1	Your Career in Filmmaking (Gordon)	book	Julian Mess Publish

itle	Description	Vendor	Unit Cost	Total Cost
reer (Hoad)	book	Julian Messner Publishing Co.	3.64	3.64
Advertising (Johnson)	book	Julian Messner Publishing Co.	3.64	3.64
Selling (Liston)	book	Julian Messner Publishing Co.	3.64	3.64
reer	book	Walch Publishing Co.	4.50	4.50
nes Operations (Nathan)	book	Walch Publishing Co.	4.50	4.50
ors in the Library (Oakes)	book	Julian Messner Publishing Co.	4.50	4.50
ursing (Seasight)	book	Julian Messner Publishing Co.	4.29	4.29
(Ward)	book	Walch Publishing Co.	4.50	4.50
loration Program	set of 10 cassetts & filmstrips	SRA Cat. #5-3050	100.00	100.00
to Obtain Work	set of transparencies	SRA (Cat. #5-75)	50.00	50.00
	filmstrip	Alesco	8.50	8.50
Filmstrips	filmstrips	SRA (set #5-2960)	27.00	27.00
	2 filmstrips/2 cassetts	uidance Associates	39.00	39.00
on the Job	2 filmstrips/2 cassettes	Guidance Assoc.	39.00	39.00

Number	Title	Description	Vend
1	Fashion As A Career (Head)	book	Julian Mess Publish
1	Your Career in Advertising (Johnson)	book	Julian Mess Publis
1	Your Career in Selling (Liston)	book	Julian Mess Publis
1	Writing As A Career	book	Walch Publi
1	Careers in Airlines Operations (Nathan)	book	Walch Publi
1	Challinging Careers in the Library World (Oakes)	book	Julian Mess Publish
1	Your Career in Nursing (Seasight)	book	Julian Mess Publish
1	Careers in Music (Ward)	book	Walch Publi
1	Keys: Career Exploration Program	set of 10 cassetts & filmstrips	SRA Cat. #
1	Knowledge Needed to Obtain Work	set of transparencies	SRA (Cat. #
1	Wages and Hours	filmstrip	Alesco
1	Set of Guidance Filmstrips	filmstrips	SRA (set #
1	Jobs and Gender	2 filmstrips/2 cassetts	Guidance Ass
1	Your First Week on the Job	2 filmstrips/2 cassettes	Guidance

le	Description	Vendor	Unit Cost	Total Cost
to Begin	2 filmstrips/2 cassettes	Guidance Associates	39.00	39.00
rainees	4 filmstrips/2 cassettes	Guidance Associates	39.00	39.00
d Your Life	4 filmstrips/2 cassettes	Guidance Associates	39.00	39.00
	1 filmstrip/1 cassette	Guidance Associates	20.00	20.00
	4 filmstrips/2 cassettes	Guidance Associates	39.00	39.00
meplace	2 filmstrips/2 cassettes	Guidance Associates	39.00	39.00
Jobs of the 70's	2 filmstrips/2 cassettes	Guidance Associates	39.00	39.00
	2 filmstrips/2 cassettes	Guidance Associates	39.00	39.00
ow Before You Work	2 filmstrips/2cassettes	Guidance Associates	39.00	39.00
to Nowhere	2 filmstrips/2 cassettes	Guidance Associates	39.00	39.00
ol Students	2 filmstrips/2 cassettes	Guidance Associates	39.00	39.00
World of Work	2 filmstrips/2 cassettes	Guidance Associates	39.00	39.00
er	2 filmstrips/2 cassettes	Guidance Associates	39.00	39.00
g Your First Job	2 filmstrips/2 cassettes	Guidance Associates	39.00	39.00

[illegible]	Title	Description	Vend
1	Job Hunting: Where to Begin	2 filmstrips/2 cassettes	Guidance A
1	On The Job: Four Trainees	4 filmstrips/2 cassettes	Guidance A
1	Liking Your Job and Your Life	4 filmstrips/2 cassettes	Guidance A
1	Why Work At All	1 filmstrip/1 cassette	Guidance As
1	Trouble At Work	4 filmstrips/2 cassettes	Guidance A
1	A Job That Goes Someplace	2 filmstrips/2 cassettes	Guidance A
1	Preparing for the Jobs of the 70's	2 filmstrips/2 cassettes	Guidance A
1	Four Who Quit	2 filmstrips/2 cassettes	Guidance A
1	What You Should Know Before You Go To Work	2 filmstrips/2cassettes	Guidance As
1	Dropping Out: Road to Nowhere	2 filmstrips/2 cassettes	Guidance A
1	Jobs For High School Students	2 filmstrips/2 cassettes	Guidance A
1	Preparing for the World of Work	2 filmstrips/2 cassettes	Guidance As
1	Choosing Your Career	2 filmstrips/2 cassettes	Guidance As
1	Getting and Keeping Your First Job	2 filmstrips/2 cassettes	Guidance As

tle	Description	Vendor	Unit Cost	Total Cost
g To College	2 filmstrips/2 cassettes	Guidance Associates	39.00	39.00
hnical Education	2 filmstrips/2 cassettes	Guidance Associates	39.00	39.00
v	2 filmstrips/2 cassettes	Guidance Associates	39.00	39.00
Testing	2 filmstrips/2 cassettes	Guidance Associates	39.00	39.00
Selection and r	2 filmstrips/2 cassettes	Guidance Associates	39.00	39.00
udy Skills	2 filmstrips/2 cassettes	Guidance Associates	39.00	39.00
High School	2 filmstrips/2 cassettes	Guidance Associates	39.00	39.00
High School By Trying	2 filmstrips/2 cassettes	Guidance Associates	39.00	39.00
rk	2 filmstrips/2 cassettes	Guidance Associates	39.00	39.00
ollege?	1 filmstrip/1 cassette	Guidance Associates	20.00	20.00
	1 filmstrip/1 cassette	Guidance Associates	20.00	20.00
Go To College	2 filmstrips/2 cassettes	Guidance Associates	39.00	39.00
ge If You're An udent	2 filmstrips/2 cassettes	Guidance Associates	39.00	39.00
hat Before I Went College	2 filmstrips/2 cassettes	Guidance Associates	39.00	39.00

[illegible]	Title	Description	Vend
1	If You're Not Going To College	2 filmstrips/2 cassettes	Guidance A
1	An Overview of Technical Education	2 filmstrips/2 cassettes	Guidance A
1	Your Job Interview	2 filmstrips/2 cassettes	Guidance A
1	Testing, Testing, Testing	2 filmstrips/2 cassettes	Guidance A
1	High School Course Selection and Your Career	2 filmstrips/2 cassettes	Guidance A
1	Developing Your Study Skills	2 filmstrips/2 cassettes	Guidance A
1	Your First Year in High School	2 filmstrips/2 cassettes	Guidance A
1	How to Succeed in High School By Trying	2 filmstrips/2 cassettes	Guidance A
1	Hurry Up On Homework	2 filmstrips/2 cassettes	Guidance A
1	Should You Go To College?	1 filmstrip/1 cassette	Guidance As
1	Choosing a College	1 filmstrip/1 cassette	Guidance As
1	Different Ways To Go To College	2 filmstrips/2 cassettes	Guidance A
1	Getting Into College If You're An Average Student	2 filmstrips/2 cassettes	Guidance A
1	I Wish I'd Known That Before I Went To College	2 filmstrips/2 cassettes	Guidance A

tle	Description	Vendor	Unit Cost	Total Cost
ege Entrance Exams	2 filmstrips/2 cassettes	Guidance Associates	39.00	39.00
	Total	this section		$ 1763.31

Number	Title	Description	Vend
1	You and Your College Entrance Exams	2 filmstrips/2 cassettes	Guidance As
		Total	this section

used to supplement specific math courses)

tle	Description	Vendor	Unit Cost	Total Cost
lonn)	book	Bennett Books	$ 6.60	$ 6.60
aying (Ray)	book	Bennett Books	5.82	5.82
Mechanical Drawings (Bartholomew)	book	Bennett Books	1.26	1.26
lectricity (Lush & Eyle)	book	Bennett Books	4.80	4.80
ndbeck & Lathrop)	book	Bennett Books	4.68	4.68
(Feirce & Lindbeck)	book	Bennett Books	4.95	4.95
Machine Shop (Johnson)	book	Bennett Books	6.12	6.12
Machine Shop Masters	set of transparency masters	Bennett Books	4.80	4.80
" (Johnson)	book	Bennett Books	7.68	7.68
n, Drafting, and (Daugherty)	book	Bennett Books	6.18	6.18
Carlsen)	book	Bennett Books	4.50	4.50
s & Builder's	book	Sears, Roebuck Cat. #3G1322	17.17	17.17
irs, Remodeling,	book	Sears, Roebuck Cat. #3G1315	7.74	7.74
Repair Manual	book	Sears, Roebuck Cat. #3G1398	10.[illegible]	10.95

Materials: Part II (to be used to supplement spec_ic math courses)

Number	Title	Description	Vend
1	Auto Mechanics (Glenn)	book	Bennett Boo
1	The Art of Bricklaying (Ray)	book	Bennett Boo
1	Learning to Read Mechanical Drawings (Bartholomew)	book	Bennett Boo
1	Industrial Arts Electricity (Lush & Eyle)	book	Bennett Boo
1	General Industry (Lindbeck & Lathrop)	book	Bennett Boo
1	Metalwork (Feirce & Lindbeck)	book	Bennett Boo
1	General-Industrial Machine Shop (Johnson)	book	Bennett Boo
1	General Industrial Machine Shop Transparency Masters	set of transparency masters	Bennett Boo
1	Technical Metals (Johnson)	book	Bennett Boo
1	Sheet Metal Pattern, Drafting, and Shop Problems (Daugherty)	book	Bennett Boo
1	Graphic Arts (Carlsen)	book	Bennett Boo
1	Audel's Carpenter's & Builder's Guide	book	Sears, Roebu Cat. #3G1
1	Manual of Home Repairs, Remodeling, and Maintenance	book	Sears, Roebu Cat. #3G1
1	1973 Motor's Auto Repair Manual	book	Sears, Roebu Cat. #3G1

tle	Description	Vendor	Unit Cost	Total Cost
ookbooks	book	Sears, Roebuck Cat. #3G1274	5.66	33.96
ll Who Care	book	Nasco	2.80	2.80
ations	book	SVE	28.80	28.80
	book	Delmar Books	1.59	1.59
Simplified	book	Delmar Books	3.30	3.30
	book	Delmar Books	3.00	3.00
rocedures	book	South-western Publishing Co.	1.80	1.80
ries	book	Scholastic Magazines	18.00	18.00
	book	McGraw-Hill	6.12	6.12
makers: A Case	Book	Interstate Printers	3.50	3.50
	book	Coronet Instructional Materials	7.50	7.50
ments	book	SVE	34.65	34.65
r Consumers	book	J. C. Penney Company	11.50	11.50
	book	Delmar Books	1.59	1.59

[illegible]	Title	Description	Ven
6	Betty Crocker's Cookbooks	book	Sears, Roeb Cat. #3
1	A Good House For All Who Care	book	Nasco
1	Arithmetic Combinations	book	SVE
1	Automotive Trades	book	Delmar Book
1	Basic Mathematics Simplified	book	Delmar Book
1	Carpentry Trades	book	Delmar Book
1	Clerical Payroll Procedures	book	South-weste Publishi
1	Consumer Credit Series	book	Scholastic
1	Consumer Economics	book	McGraw-Hill
1	Consumers and Homemakers: A Case Study Approach	Book	Interstate
1	Consumer Sense	book	Coronet Ins Materia
1	Decimals & Measurements	book	SVE
1	Decision Making for Consumers	book	J. C. Penne
1	Electrical Trades	book	Delmar Book

tle	Description	Vendor	Unit Cost	Total Cost
urveying er & Schmundt)	book	Geyer	9.95	9.95
omorrow (Sherwood)	book	State Book Depository	6.96	6.96
Not To Buy	book	American Home Ec. Assoc.	2.00	2.00
	book	Delmar Books	1.591.59	1.59
nbers (Adlee)	book	Geyer	3.75	3.75
lumbers and efitters	book	Delmar Books	3.00	30.00
ur World Mennenger)	book	Geyer	5.00	5.00
Series	book	Delmar Books	1.05	36.75
Shop	book	Delmar Books	4.83	4.83
ematics	book	Delmar Books	2.25	78.75
ges, and Applicat ions	book	SVE	37.88	37.88
	book	Delmar Books	2.55	2.55
"	book	Delmar Books	2.00	2.00
	book	Nasco	8.20	8.20

Number	Title	Description	Vend
1	Fundamentals of Surveying (Raynor & Schmudt)	book	Geyer
1	Homes Today and Tomorrow (Sherwood)	book	State Book D
1	Houses To Buy or Not To Buy	book	American Hom As
1	Machine Trades	book	Delmar Books
1	Magic House of Numbers (Adlee)	book	Geyer
10	Mathematics for Plumbers and Pipefitters	book	Delmar Books
1	Mathematics in Your World (Mennenger)	book	Geyer
35	Mathematics & Shop Series	book	Delmar Books
1	Mathematics of the Shop	book	Delmar Books
35	Merchandising Mathematics	book	Delmar Books
1	Percents, Percentages, and Applicat ions	book	SVE
1	Printing Trades	book	Delmar Books
1	Sheet Metal Work	book	Delmar Books
1	Shopper's Guide	book	Nasco

itle	Description	Vendor	Unit Cost	Total Cost
f Family Finance	book	Little, Brown	11.95	11.95
d	book	Interstate Printers Press	1.00	35.00
ction Manual	book	McKnight & McKnight	4.66	4.66
er	book	Ginn & Company	3.36	3.36
edit Help Us (Kane)	filmstrip		8.00	8.00
nd Business	cassettes	Teaching Aids, Inc.	4.90	4.90
tice & Administrative stary	Cassettes	Teaching Aids, Inc.	4.90	4.90
Clerk	filmstrip/cassette set	Eye Gate	12.50	12.50
z	filmstrip/cassette set	Eye Gate	12.50	12.50
k	filmstrip	Alesco	8.50	8.50
	filmstrip/cassette	Eye Gate	12.50	12.50
In The World of on	filmstrip set	McKnight & McKnight	37.70	37.70
s Kit	teaching kit #3-545	SRA	58.85	58.85
	Game	Western Publishing Company	40.00	40.00

Number	Title	Description	Vend
1	Time Life Book of Family Finance	book	Little, Bro
35	Wiring Simplified	book	Interstate
1	World of Construction Manual	book	McKnight &
1	You are a Consumer	book	Ginn & Comp
1	How Money and Credit Help Us (Kane)	filmstrip	
1	Office Careers and Business	cassettes	Teaching Ai
1	Secretarial Practice & Administrative Secretary	Cassettes	Teaching Ai
1	Data Processing Clerk	filmstrip/cassette set	Eye Gate
1	Medical Assistant	filmstrip/cassette set	Eye Gate
1	Money and Banking	filmstrip	Alesco
1	Receptionist	filmstrip/cassette	Eye Gate
1	What Students Do In The World of Construction	filmstrip set	McKnight &
1	Math Applications Kit	teaching kit #3-545	RA
1	Consumers Game	Game	Western Pub C

itle	Description	Vendor	Unit Cost	Total Cost
	game	Benefic Press	68.00	68.00
y Step, Kit B	teaching kit	Continental Press	59.50	59.50
ness Kit	teaching kit	Betty Stark	3.00	18.00
		Harriam Association	3.00	18.00
Posters	12 month subscription	Economic Press, Inc.	40.47	40.47
ronics Dictionary	book	Goodheart-Willcox	2.82	2.82
iring	book	Goodheart-Willcox	2.70	2.70
ary	book	Goodheart-Willcox	4.80	4.80
	book	Goodheart-Willcox	4.08	4.08
	book	Goodheart-Willcox	1.98	1.98
ntals	book	Goodheart-Willcox	6.72	6.72
ing	book	Goodheart-Willcox	5.97	5.97
g	book	Goodheart-Willcox	5.97	5.97
nics	book	Goodheart-Willcox	3.30	3.30

Number	Title	Description	Ven
1	Market	game	Benefic Pr
1	Arithmetic Step by Step, Kit B	teaching kit	Continenta
6	Nutritional Awareness Kit	teaching kit	Betty Star
6	Bulletin Board		Harriam As
1	Positive Attitude Posters	12 month subscription	Economic P
1	Electricity-Electronics Dictionary	book	Goodheart-W
1	ALL About House Wiring	book	Goodheart-W
1	Technical Dictionary	book	Goodheart-W
1	Small Gas Engines	book	Goodheart-W
1	Basic Mathematics	book	Goodheart-W
1	Machining Fundamentals	book	Goodheart-W
1	Modern Metal Working	book	Goodheart-W
1	Modern Woodworking	book	Goodheart-W
1	Exploring Electronics	book	Goodheart-W

tle	Description	Vendor	Unit Cost	Total Cost
ndamentals	book	Goodheart-Willcox	5.97	5.97
	book	Goodheart-Willcox	5.97	5.97
Mathematics in (Newton)	slides	J. Weston Welch	15.00	15.00
ected math posters	posters	J. Weston Welch	3.50	3.50
g a job	set of posters	J. Weston Welch	3.50	3.50
careers	set of posters	J. Weston Welch	3.50	3.50
arial careers	set of posters	J. Weston Welch	3.50	3.50
raphic careers	set of posters	J. Weston Welch	3.50	3.50
ers in occupations	set of posters	J. Weston Welch	3.50	3.50
atical machines	set of posters	J. Weston Welch	3.50	3.50
tive Education	book	J. Weston Welch	3.50	3.50
istory of thematics	set of posters	J. Weston Welch	3.50	3.50
sional occupations	set of posters	J. Weston Welch	3.50	3.50
d and semi-skilled pations	set of posters	J. Weston Welch	3.50	3.50

Number	Title	Description	Vend
1	Auto Mechanics Fundamentals	book	Goodheart-W
1	Modern Carpentry	book	Goodheart-W
1	set of slides on Mathematics in Architecture (Newton)	slides	J. Weston W
1	collection of selected math posters	posters	J. Weston W
1	Posters on getting a job	set of posters	J. Weston W
1	posters on typing careers	set of posters	J. Weston W
1	posters on secretarial careers	set of posters	J. Weston W
1	posters on stenographic careers	set of posters	J. Weston W
1	posters on computers in occupations	set of posters	J. Weston W
1	posters on mathematical machines	set of posters	J. Weston W
1	Math For Distributive Education	book	J. Weston W
1	Posters on the history of Mathematics	set of posters	J. Weston W
1	posters on professional occupations	set of posters	J. Weston W
1	posters on skilled and semi-skilled occupations	set of posters	J. Weston W

le	Description	Vendor	Unit Cost	Total Cost
areers	set of posters	J. Weston Welch	3.50	3.50
Tomorrow	book	J. Weston Welch	3.50	3.50
in Home Economics	set of posters	J. Weston Welch	3.50	3.50
and minerals	set of posters	J. Weston Welch	3.50	3.50
of nutrition	set of posters	J. Weston Welch	3.50	3.50
s	set of posters	J. Weston Welch	3.50	3.50
the home	set of posters	J. Weston Welch	3.50	3.50
amentals of shopping	set of posters	J. Weston Welch	3.50	3.50
building, and ing a home	set of posters	J. Weston Welch	3.50	3.50
oration	set of posters	J. Weston Welch	3.50	3.50
in everyday life	set of posters	J. Weston Welch	3.50	3.50
in occupations	set of posters	J. Weston Welch	3.50	3.50
in occupations	set of posters	J. Weston Welch	3.50	3.50
nature	set of posters	J. Weston Welch	3.50	3.50

ber	Title	Description	Vend
1	posters on health careers	set of posters	J. Weston W
1	Math for Today and Tomorrow	book	J. Weston W
1	posters on careers in Home Economics	set of posters	J. Weston W
1	posters on vitamins and minerals	set of posters	J. Weston W
1	posters on problems of nutrition	set of posters	J. Weston W
1	posters on budgeting	set of posters	J. Weston W
1	posters on math in the home	set of posters	J. Weston W
1	posters on the fundamentals of shopping	set of posters	J. Weston W
1	posters on buying, building, and renting a home	set of posters	J. Weston W
1	posters on home decoration	set of posters	J. Weston W
1	posters on new math in everyday life	set of posters	J. Weston W
1	posters on algebra in occupations	set of posters	J. Weston W
1	posters on geometry in occupations	set of posters	J. Weston W
1	posters on math in nature	set of posters	J. Weston W

Title	Description	Vendor	Unit Cost	Total Cost
ematical machines	set of posters	J. Weston Welch	3.50	3.50
uters in occupations	set of posters	J. Weston Welch	3.50	3.50
in science and technology	set of posters	J. Weston Welch	3.50	3.50
in space	set of posters	J. Weston Welch	3.50	3.50
rtunities in math	set of posters	J. Weston Welch	3.50	3.50
ematics in life	set of posters	J. Weston Welch	2.00	2.00
uters (Cordell)	set of posters	J. Weston Welch	2.00	2.00
hmetic in occupations	set of posters	J. Weston Welch	3.50	3.50
ications of statistics	set of posters	J. Weston Welch	3.50	3.50
ications of probability	set of posters	J. Weston Welch	3.50	3.50
onometry in occupations	set of posters	J. Weston Welch	3.50	3.50
asurement	book	J. Weston Welch	1.00	1.00
oney	set of filmstrips (6)	Stanley-Bomar	37.00	37.00
res	set of filmstrips (6)	Stanley-Bomar	21.00	21.00

umber	Title	Description	Vend
1	posters on mathematical machines	set of posters	J. Weston We
1	posters on computers in occupations	set of posters	J. Weston We
1	posters on math in science and technology	set of posters	J. Weston We
1	posters on math in space	set of posters	J. Weston We
1	posters on opportunities in math	set of posters	J. Weston We
1	posters on mathematics in life	set of posters	J. Weston We
1	posters on computers (Cordell)	set of posters	J. Weston We
1	posters on arithmetic in occupations	set of posters	J. Weston We
1	posters on applications of statistics	set of posters	J. Weston We
1	posters on applications of probability	set of posters	J. Weston We
1	posters on trigonometry in occupations	set of posters	J. Weston We
1	Principles of Measurement	book	J. Weston We
1	Managing Your Money	set of filmstrips (6)	Stanley-Boma
1	History of Measures	set of filmstrips (6)	Stanley-Boma

tle	Description	Vendor	Unit Cost	Total Cost
cs Series	Set of filmstrips (6)	Stanley-Bomar	45.00	45.00
riculum Program for r Education	teaching program	Changing Times Education Services	296.50	296.50
ld of Work	cassettes (6)	Beckley-Cardy	47.40	47.40
		Total This Section		$ 1772.04
		Total of section 1		$ 1763.31
	Total of all materials			$ 3535.35
		3% N. C. sales tax		106.06
	Total Materials with tax			$ 3641.41

Number	Title	Description	Vend
1	General Mathematics Series	Set of filmstrips (6)	Stanley-Bom
1	Comprehensive Curriculum Program for Teaching Consumer Education	teaching program	Changing Ti Education
1	Exploring the World of Work	cassettes (6)	Beckley-Car
		Total This Sect	
		Total of sectio	
		Total of all materials	
		3% N. C. sal	
		Total Materials with tax	

(Expenditures con't.)

Equipment:

1 #4501 Victor cash register @ $564.20 (tax included) obtainable from Carolina Office Equipment via state purchase & contract.

Justification:
This piece of equipment is greatly needed to provide "hands-on" experien in four consumer math courses and in two vocational math courses. Furthermore, a large percentage of students are at some time employed in a job experience requiring use of a cash register. Having the equipment will provide an additional opportunity to present mathematics in a useful, job-related experience, thus"enhancing the individual's abilities to cope with the problems of learning to live, learning to learn and learning to make a living."

Transportation:

Transportation for each of 43 math sections to average two field trips averaging 12 miles @ .32 per mile. (Total: 86 trips @ 12 miles = 1032 miles @ .32 = $330.24.

Time of Project:

Objective	Beginning Date	Completion Date
I	August 24, 1973	June 5, 1974

Evaluation:

(Internally) With the assistance of supervisory personnel, the school administration and math department staff will conduct monthly progress reviews and evaluate total status of project.

(Externally) There will be a third party evaluation.

Local Matching Input:

The school will provide storage facilities for the materials and equipment being sought. The mobile structure to contain the career materials unit will be provided also.

The math department, as a vital part of the total instructional scheme, will receive its proportionate share of administrative time, guidance department efforts, library resources, audio-visuals, and instructional expenditures.

Plans for Continuation:

A sincere effort is being made to secure materials of a lasting nature. The materials obtained should be useable for several years, being replaced as they become outdated rather than consumed on a one-use basis.

Definite career education activities are being structured into each math course curriculum. Teachers are becoming more career-education minded and will continue to be so influenced in their instruction.

CALDWELL CAREER EDUCATION PROGRAM

PROPOSED CAREER EDUCATION IMPLEMENTATION CONTRACT

The agreement is entered into between Caldwell Career Education Program, hereinafter referred to as the Career Program and Kings Creek Elementary School, hereinafter referred to as the school, for the purpose of providing professional and related services for the period of Sept. - May, 1973-74.

I. The Career Program agrees:

A. To make payment to the administrative unit, upon receipt of itemized accounting activities and/or materials in the amount of $ 3013.00 for the period of nine (9) months.

II. The School agrees:

A. To provide career education services to their students in the following areas:

A.	Career Awareness	$ 2,275.00
B.	Student Self-Concept	$ 330.00
C.		$
D.		$
E.		$
F.		$

III. Source of Funds: Budget, Caldwell Career Education Fund

Materials $ 2024.00, Transportation $ 386.00.

Equipment $ 330.00, Services $ 273.00

TOTAL $ 3013.00

IV. Attest:

J M Layton (Principal)

9-10-73 (Date)

E M White (Superintendent)

E M White (Advisory Board Chairman)

(Career Education Director)

PROCESS GOALS AND OBJECTIVES

I. To provide career-related materials

1.1 The project will provide and disseminate a variety of materials for use in classrooms, libraries and guidance offices.

1.2 Teacher-made materials will be developed.

II. To provide assistance in the utilization and integration of career-related materials

2.1 The librarian and/or technician will collect materials suitable to the maturity level of the students of each teacher who request materials for use in a specific unit of study.

2.2 Teachers will provide for student use appropriate industry-produced resource materials.

2.3 The staff will assist classroom teachers in the development of teacher-made materials upon request.

III. To provide students and teachers first-hand work exposure outside the classroom.

3.1 Each student will participate in at least three career-oriented field trips per year.

3.2 Teachers will visit two local industries per year.

IV. To infuse career education into the curriculum

4.1 Teachers will engage in monthly meetings for reviewing and sharing of ideas.

4.2 Groups of teachers will meet to correlate curricular activites at least monthly.

4.3 The staff will provide assistance to teachers as requested in developing methods of infusing the career concept into the curriculum.

V. To utilize community resources in providing information and experiences concerning careers

5.1 Teachers will visit two local industries per year.

5.2 Each teacher will schedule at least three resource persons per year.

5.3 Staff and school will identify a group of community resource persons.

VI. To provide students with opportunities to evaluate individual or group behavior.

6.1 Teachers will provide opportunitites for students to evaluate individual or group behavior patterns.

VII. To provide opportunities which create an appreciation of and interest in the cultural arts and crafts.

7.1 Each student will be exposed daily to at least one of the many art forms.

7.2 Teachers will provide daily opportunities for students to observe the beauty of their world.

OBJECTIVES

PROJECT GOALS AND OBJECTIVES

I. To increase awareness of the world of work

1.1 Students will show an increase in their awareness of the world of work.

1.2 Students will demonstrate knowledge of the world of work through verbal and written communications.

1.3 Students will demonstrate awareness of the value and dignity of work.

II. To increase knowledge of career opportunities

2.1 Students will show an increase in knowledge of career areas (grades 4-8)

2.2 Students will show an increase in their awareness of the world of work. (grades K-3)

III. To increase ability to recognize educational and career relationships

3.1 The student will demonstrate a knowledge of the interdependence of living, learning, and working.

IV. To increase postive interaction between the school and the community

4.1 Positive interaction between the school and community will increase.

V. To enhance each individual's self-concept

5.1 Students will demonstrate positive attitudes towards themselves and others.

5.2 The positive nature of teachers' response to student achievement will increase.

5.3 The teacher will demonstrate an increased knowledge of the uniqueness of each child.

5.4 An increased number of students will be engaged in activities which reflect individual needs.

VI. To increase teachers' knowledge and application of the career education concept

9.1 Teachers will show an increase in their knowledge of the career education concept.

9.2 Teachers will demonstrate increased application of the career education concept in the instructional program.

METHOD: All students and teachers will be involved.

I. Career Awareness

To increase awareness of the world of work: Teachers will attempt to make their curriculum more relevant by showing relationships between skills taught in school and those used in the world of work. Teachers will attempt to include in the curriculum the many types of work and the dignity and necessity of each. They will utilize a variety of materials, resource speakers, and field trips, where appropriate, in stressing the concept of living, learning, and making a living.

To increase knowledge of career opportunities: Teachers and Media-Center Director will provide a variety of materials suitable to individual needs and ability levels to enable each student to become more aware of different types of careers.

To increase ability to recognize educational and career relationships: Each teacher will learn more about career and educational relationships by meeting monthly to review and share ideas, by visiting at least two local industries themselves, by small group meetings to better correlate activities and by utilizing the help available through the Career Education Staff. Teachers will carry-over this increased knowledge to the classrooms and, using hands-on activities, field trips, resource persons, group discussions, and a variety of materials, help the students to apply knowledge and skills learned in the classroom to living, learning, and making a living.

II. School-Community Interaction

To increase positive interaction between the school and community: Teachers will go into the community visiting at least two local industries and schedule at least three career-oriented field trips for the students. Teachers will bring the community into the classrooms by identifying a group of community resource persons, and invite at least three resource speakers to visit the classroom during the year.

III. Student Self-Concept

To enhance each individual's self-concept: Teachers will demonstrate an increased knowledge of the uniqueness of each child, and show an increasingly positive attitude and response to student achievement. More students will be engaged in activities that reflect their individual needs. Their responses to each other will be more positive nature. Teachers will meet monthly to exchange ideas for helping each individual student. They will provide the students themselves with opportunities to evaluate individual and group behavior patterns. Each student will have daily exposure to at least one of arts and an opportunity to observe the beauty of their world.

DATE: September 10, 1973

OBJECTIVES	Beginning Time	Completion Time
I	September 1, 1973	June 5, 1974
II	September 1, 1973	June 5, 1974
III	September 1, 1973	June 5, 1974
IV	September 1, 1973	June 5, 1974
V	September 1, 1973	June 5, 1974
VI	September 1, 1973	June 5, 1974

EVALUATION:

Internally: Principal and teachers will review objectives monthly and with the help of supervisory personnel, evaluate progress.

Externally: Third Party evaluation.

Local Matching Input: Funds and time for teachers to visit local industries, equipment, materials and facilities of the school will be made available at the local level.

Plans for Continuation:

An effort will be made to obtain enough local school funds to provide field trip transportation though the number of trips may have to be reduced. Materials will be provided by the local school funds to the extent possible. The interest and committment of the administration, teachers, and community can continue at the same levels of involvement.

EXPENDITURES:

I. Career Awareness:

A. Transportation: 13 teachers with 3 field trips each for approximately 30 field trips averaging 25 mi. and 9 field trips averaging 52 mi each @32¢ per mile/for 1218 mi.. $386.00

B. Materials:

Books	$500.00
Games	$275.00
Individualized Learning Labs	$500.00
Consumable materials	$750.00
Miscellaneous	$250.00

Materials for Career Awareness Program $2275.00

II. School-Community Interaction:

Field trip cost has been included under Career Awareness program Field trip cost for the teachers will be furnished by the school system, school, and/or teachers.

III. Student Self-Concept:

There is a need for an additional Listening Center in the Primary grades to provide much needed individual help in language arts skills.
The upper elementary and Jr. High grades need equipment to use in practical application of classroom skills.

Equipment: Listening Center
(examples) Hand tools as hammer, pliers, wrenches, etc.
Paint brushes
Portable Belt Sander
Portable electric sprayer
and other miscellaneous items as needed

Equipment for Student Self-Concept. $330.00

IV Services

Total $2991.00

Substitute pay for 13 teachers $260.00

CALDWELL CAREER EDUCATION PROGRAM

PROPOSED CAREER EDUCATION IMPLEMENTATION CONTRACT

The agreement is entered into between Caldwell Career Education Program, hereinafter referred to as the Career Program and Lenoir High School, hereinafter referred to as the school, for the purpose of providing professional and related services for the period of Aug. 27 - June 6, 1973-74.

I. The Career Program agrees:

A. To make payment to the administrative unit, upon receipt of itemized accounting activities and/or materials in the amount of $ 3000.00 for the period of August 27, 1973 - June 6, 1974.

II. The School agrees:

A. To provide career education services to their students in the following areas:

A.	Materials and transportation	$ 2,521.79
B.	Mini-mester program	$ 400.00
C.	Faculty awareness through visitation and /visiting consultants	$ 600.00
D.	Articulation of activities, opportunities for students beyond high school, "Hang In There Week"	$ 100.00
E.	Special Equipment	$ 1,620.00
F.		$

III. Source of Funds: Budget, Caldwell Career Education Fund

Materials $ 2000.00, Transportation $ 400.00.

Equipment $ 0, Services $ 600.00 (and Special Programs)

TOTAL $ 3000.00

IV. Attest:

John J. Scott (Principal)

9/10/73 (Date)

Hagaman (Superintendent)

E.M. White (Advisory Board Chairman)

(Career Education Director)

STATEMENT OF PHILOSOPHY

It is our belief at Lenoir High School that career education which emcompasses the total education concept will help provide for each student an opportunity to achieve and maintain increased knowledge concerning his past, present, and future.

It is assumed that through the various educational disciplines the student will become cognizant of many technological changes that will affect his living, learning, and earning patterns.

We believe that the student will become increasingly aware of how the proper utilization of his resources and talents will assist him in developing the competencies necessary for a satisfying self-concept.

GOALS AND OBJECTIVES

Learning to Live: Education Places Emphasis Upon People

1. The student will acquire a knowledge of his interests, abilities, and aptitudes and his relationship with other individuals.

1.1 Career education will provide opportunities for self-exploration as well as opportunities for growth through relationships with one's peers and members of subgroups.

2. The student will experience satisfaction with himself as a person.

2.1 Career education will provide information and experiences identifying possible uses of leisure time. It will help provide opportunities to help the person learn more about himself as a worthwhile person.

3. The student will demonstrate the ability to clarify his values.

3.1 Career education will provide the opportunities to identify these values and provide the support for the student's expression of his values.

4. The student will be able to identify alternative ways of accomplishing personal goals.

4.1 Career education will provide means of determining these goals and opportunities to explore various means of achieving these goals.

5. The student will understand and appreciate people with varying values and lifestyles and their contributions to society.

5.1 Career education will provide experiences and opportunities to observe and interact with members of other subgroups of society. Stress will be placed on self and group worth.

METHODS: For Learning to Live

1. This objective will be met through the use of interest inventories, simulation games, personal-social booklets and films, and group activities.

2. This objective will be met through the use of personal-social booklets and films.

3. This objective will be met through the use of guidance counselors serving as resource persons.

4. This objective will be met through the use of booklets and films and guidance counselors serving as resource persons.

5. This objective will be met through the use of booklets, autobiographies, the library, resource people, and field trips.

Learning to Learn: Education Provides for Increased Learning Options

6. The student will acquire knowledge and methods of translating such knowledge into successful activities.

6.1 The student will collect information relating to several of his personal goals.

6.2 He will study the requirements necessary for achieving success in goals.

6.3 He will translate his ideas into meaningful activities.

7. The student will learn to understand and adapt to the impact of success and failure, economics, and the social influences in his environment.

7.1 He will be provided with the opportunity to analyze the effects of success and failure, economics, and the social influences in his environment.

7.2 He will be able to identify his social-economic level in relation to his skills and ability to provide this level.

8. The student will develop the ability to make decisions so as to break the process into sequential steps.

8.1 Decision making ability will enable him to realize that because of the rapidly changing technology, learning must be a continuous process.

METHODS: For Learning to Learn

6. In the various school disciplines each teacher will introduce many occupations which are related to that field of study. Through the use of resource people, filmstrips, and field trips, the students will acquire additional knowledge.

   The mini-mester will expose the students to a variety of occupations in which they will have an opportunity to participate or observe.

7. Through special reading assignments, films, and filmstrips, the student will have an opportunity to evaluate the impact of success and failure in various situations.

   The students will write short paragraphs about personal experiences in both success and failure. With the use of open-minded statements or the use of application principles in class activities, the students will be aided in comprehending the experiences in his environment.

8. Through participating in class activity, group work, and extra-curricular activities the students will be afforded many opportunities to make decisions.

Learning to Earn: Education Emphasizes Pursuit of Personally Satisfying Occupations

9. To introduce students to the world of work and to provide activities for self improvement, and educational and employment placement.

9.1 The students will show an increased interest and awareness in the world of work as reflected in everyday conversations as well as written or oral communications.

9.2 The school will strive to achieve a 100% placement and follow-up of students either in additional education or work.

METHODS: For Learning to Earn

9. The career counselor will meet individually and in small groups with the students to explore career areas. The teachers will incorporate career orientation into the curriculum by assisting the students in determining the relationship that exists between the area of study and the actual occupational opportunities for that field. In addition, field trips and community resource speakers will be utilized to further advance the student's knowledge of a chosen occupation.

A placement service has been established by the school to assist students in selecting and enrolling in post-secondary education and in securing full or part-time employment.

SPECIAL PROGRAMS SPONSORED BY CAREER EDUCATION

I. Mini-mester

Mini-mester which is held at the mid-point of the school year is a dynamic program designed to acquaint the students with as many occupational roles as possible. Approximately forty or more occupations are demonstrated by experts of the various fields in the world of work.

The students actively participate in or observe at least two areas of major interest to them in three-hour blocks for three days. Local resource people, as well as resource people from various parts of the state, are brought in to participate in the program. Teachers and students from Lenoir High School are also used as resource people for mini-mester.

This program offers a tremendous opportunity for the students to focus on many occupations of their interest. Talking with experts of the various fields and being able to become involved with the program affords the students a chance to positively identify with the qualifications needed for these occupations.

In the process of identifying, students become cognizant of their own values and goals and are able to evaluate themselves accordingly. Being able to get first-hand knowledge of so many careers within the framework of the school enhances the total school program. It is felt by the participating teachers and the committee that this program is germane in aiding the students toward developing a positive self-concept about the world of work.

The amount of money required to sponsor mini-mester is listed in expenditures.

The objectives and details for the program this year will be worked out by the mini-mester committee. The mini-mester was executed last year with much success: it is because of this favorable evaluation that the program is being planned again.

The committee feels that this program should be given priority.

II. "Hang In There Week"

"Stop the school, I want to get off!" This message crying out from a few of our students both disturbs us and stimulates us. "Hang In There Week" is designed to keep each student from becoming a potential dropout. Here, at Lenoir High School, we are stimulated by the previous quote to the degree that we not only work on it daily but set aside three days with staying in school being the main target.

This program coordinated by the guidance counselor elicits the attention of each student. Through special programs, films, resource people, and posters the student is able to comprehend the reasons for his staying in school.

Students are helped to realize the power as well as the attractiveness of the educational environment; it is the place where the total welfare of the student is the business of the school.

"Hang In There Week" gives some attention to many of the socio-economic problems that may be contributing to the student not completing high school nor continuing his education. This program enables a student to further evaluate himself, to take a critical look at his values and his goals, and to realize how these will affect his future earning power.

The procedure for implementing the program is as follows:

A well-planned three days program consisting of -

a. Vocational opportunities within commuting distance

b. Careers Day - members representing career models

c. College Day panel

    financial aid
    academic requirements
    social life
    majors

d. Student Contest

    1. Poster contest (judged by Art Department)
    2. Essay contest (judged by English Department)

CAREER EDUCATION REQUISITION

1973 - 1974

Department or Subject	Teacher	Total
1. Office Practice		
Order No. M55 Machine Office Practice 2nd edition, 12 copies @ $2.96 each	Hiatt	$ 35.52
• South Western Publishing Co. 5101 Madison Road Cincinnati, Ohio 45227		
2. Chemistry		
No. SA 121 9H-6 Lab Aid Food Analysis Kit, 2 @ $9.95 each	Griffith	19.90
No. S8400H Den-Test Kit 3 @ $8.95 each		26.85
No. SA 1213H-8 Human Senses (Physiology) Experiment Kit, 2 @ $19.95		39.90
• Nasco Fort Atkinson, Wis. 53538		
3. U. S. History	Marsh	
Farm, Labor Movements & Immigrants		2.25
Social & Economic Changes 1860-1917		70.00
• Civil Education Service 1725 K St., N. W. Washington, D. C. 20006		
Our Government Today What Has It Grown Into Cat. No. SF 009 (filmstrip)		6.25
#8962 Martin Luther King Jr. (Poster)		1.00
RFK & JFK Remembered (Poster)		1.00
• Scholastic Audio-Visual 906 Sylvan Avenue Englewood Cliffs, N. J. 07632		
4. Media (English)	Franklin	
Film for Movie Camera 6 rolls @ $3.65 each		21.00
processing @$3.00 each		18.00
• Dula Studio Lenoir, N. C. 28645		

Department or Subject	Teacher	Total
4. Media (English)	Franklin	
Films (Rental)		
Journalism		$ 13.00
Film Firsts (2 parts)		17.00
Great Train Robbery		4.00
Very Nice, Very Nice		6.00
Blinketv, Blank		5.00
• Extension Media Center University of California Berkley, Calif. 94720		
No Reason To Stay		6.00
Nanook of the North		10.00
Occurrence at Owl Creek Bridge		7.00
Story of TV		3.00
• University of North Carolina Bureau of Audiovisual Education 111 Abernathy Hall Chapel Hill, N. C.		
On The Water Front		27.50
• Audio Brandon Films 34 Mac Questin Parkway So Mount Vernon, N. Y. 10550		
5. Biology	Welch	
L756H Plants of U.S. Poison To Touch (set of 8 Replicas)		15.00
S8598H Edible & Poisonous Plants Replicas		35.00
L758H Useful and Interesting Wild Plants		15.00
S8600H Field Guide to Edible and Useful Wild Plants		1.50
• Nasco, Fort Atkinson, Wis. 53538		
6. Health Occupations	Motley	
02257H Understanding Your Body I (8 filmstrips)		48.00
02265H Understanding Your Body II (7 filmstrips)		42.00
0227-OH Infectious Diseases Causes and Defenses (4 filmstrips)		24.00
02248H Drug Abuse (3 filmstrips)		18.00
01757H-GP12 Good Posture For Boys and Girls (2 filmstrips)		10.00
• Nasco Fort Atkinson, Wis. 53538		

7. English	Laney	
Materials for posters and collages; poster paper, glue, felt tip markers, pastels, etc. (All 5 English sections)		$ 50.00
• Lenoir Stationery Store or Smith Printing Co. Lenoir, N. C. 28645		
8. Home Economics	Jones	
1 Complete Series of Understanding Early Childhood (Sound and color filmstrips - 4 sets with records		$ 160.00
1. The Development of Feelings In Children		
2. The Child's Relationship With the Family		
3. The Child's Point of View		
4. Preparing the Child for Learning		
• Parent's Magazine Films, Inc. 52 Vanderbilt Avenue New York, N. Y. 10017		
Film Strips and Teaching Units		
1. So you want credit		
2. So you want wheels		
3. Lets go shopping		
4. Typical gyps and frauds		
All four filmstrips with records		156.00
Resource Kits:		
1. Money Management		24.50
2. The Market Place (30 copies each of two student booklets)		44.50
Mini Units		
1. The Art of Buying a Car		8.00
2. Used Car Dealers, See How They Operate		10.00
3. This Energy Crisis, Is It Real		10.00
4. Jobs: An Updated Look At the Future		8.00
5. How on Earth Do Working Wives Manage?		8.00
6. Here's What's Been Happening to Living Costs		10.00
7. Schools Give Better Job Training		10.00
8. Hard Facts About Easy Credit		8.00
9. What (if anything) To Do For Your Hair		8.00
10. Landlords as Tenants: Rules of the Game Are Changing		8.00

8. Home Economics — Jones

- Changing Times Education Service
  Dept. CMK
  1729 H Street, N.W.
  Washington, D. C. 20006

No. 4000 Young Adult Enrichment Program	$ 29.85
Family Enrichment League	1.00

- Family Enrichment Bureau
  1615 Ludington
  Escanaba, Mich 49829

Food Transparencies

OT1815H-253-933 Foods I - set of 12	53.65
OT1833 H-253-934 Foods II - set of 17	80.15

- Nasco
  Fort Atkinson, Wis. 53538

6909 Fashion & Clothing Construction (5 kits) V.T.	33.75

- Scholastic Audio Visual Materials
  906 Sylvan Avenue
  Englewood Cliffs, N.J. 07632

9. Journalism — Kaufman

1	Camera TLS	246.00
1	28 mm Wide Angle Lens Fi 2.8	59.50
1	200 mm Telephoto lens Fi 3.5	69.50
6	Rolls of film @ $5.79	35.74

- Sears, Roebuck & Co.
  Lenoir, N. C.

This will aid in the production of the school newspaper, as well as provide interested students with the opportunity to explore photography.

10. Art — Carter

F5032 Art For Talented Teen Agers 1971 Complete set	12.00

- Nasco
  Fort Atkinson, Wis. 53538

Draw Your Own Kit

90038-F Complete kit for making slides	11.95

- Scholastic Audio Visual Material
  906 Sylvan Avenue
  Englewood Cliffs, N. J. 07632

11. Library Parrott

SSF13 Complete Library of 13
Social Studies filmstrips $ 65.00

- Scholastic Audio Visual Material
  906 Sylvan Avenue
  Englewood Cliffs, N. J. 07632

2477 Set of 10 Posters
Major Black Writers 7.50

- The Scholastic Black Literature Series
  Scholastic Book Service
  904 Sylvan Avenue
  Englewood Cliffs, N. J. 07632

12. Guidance Greene

Copies of occupational and Personal
Social books 200.00

(Director has address)

13. Special Programs

A. Mini-mester 400.00
(see part one for description of
program)

B. "Hang In There Week" 100.00
(see part one for description of
program)

14. Special films to be used by study hall
teachers. (Return postage) 10.00

15. Special Supplies for Classroom Instructions:

Nyton Tip Markers

N550H-400	Black	12 @ .38	4.56
N552H-400	Purple	12 @ .38	4.56
N552H-400	Red	12 @ .38	4.56

N450H-72301 Clear Acetate Sheets
40½" x 10½" pkg of 50 14.75

Vu-Graph Mounts
N438H-72451 13.75

- Nasco
  Fort Atkinson, Wis. 53538

16. Special Teacher Project (Teacher Awareness
Through Visitation)
Money needed for teachers to visit other
schools that have Career Education programs,
and to attend special workshops or meetings
on Career Education 400.00

17.	Drama & English		Dimmette	
	S135-1 Playing it cool XROA 10 copies @ $1.11		$ 11.10
	•Nobel & Nobel Publishers, Inc. P. O. Box 9145 Church Street Station New York, N. Y. 10049		
18.	Art	Carter	
	1 set Political Cartoonist (18 posters)		3.50
	1 set Contemporary American Sculpture (18 posters)		3.50
	1 set Careers in Art (18 posters)		3.50
	1 book Ad-making - How to create an advertisement		2.75
	1 set Perspective (18 posters)		3.50
	1 set 20th Century European Painters (18 posters		3.50
	1 set Medieval Art (18 posters)		3.50
	1 set How the artist uses color		15.00
19.	Career Guidance Counselor	Duncan	
	Materials for maintaining and developing the Career Guidance program in his office (included in A)		75.00
20.	Special Equipment for improving Career Education Program (16 mm) 566T Bell & Howell Auto Load Filmosound		1,620.00
	• page 593 Stone's Southern School Supply 329 W. Hargett Street Raleigh, N. C. 27602		
21.	Personnel Services		
	A Consultant in Career Education to work with participating teachers in Career Education		200.00
22.	Business Education	Smith	
	T711 Laboratory Materials Cycles 1 and 2 100 copies @ $2.00		200.00
	• Catalog A Business & Economics Textbook & Supplies Southwestern Publishing Co. 5101 Madison Road Cincinnati, Ohio 45227		

Expenditures

I. Learning To Live

A. Transportation for 15 teachers with a total of 900 students for approximately 35-40 field trips totaling 1,750 miles @ 10¢ per mile $ 175.00

B. Materials to improve classroom instruction and promote career awareness in the concepts of learning to live, learning to learn, and learning to earn include some of the following:

B.1 Special resource kits in -
1. Money management
2. Den-Test kit
3. Social & economic changes 1860-1917
4. Biological kits - edible & poisonous plants
5. Understanding Early Childhood Series kit with filmstrips
6. Mini units in several areas of consumerism
7. Young adult enrichment series

B.2 Copies of occupational handbooks and personal social books

B.3 Special books for office practice

B.4 Rental for special films in media

B.5 Many useful filmstrips in biology, chemistry, health occupations, social studies, English, consumer education, foods, art, etc., have been selected. These filmstrips have been chosen with care to provide the students with a wealth of knowledge about all occupational areas, as well as subject areas being taught.

B.6 Special work books for office practice to provide the students with authentic educational experiences in business occupations.

The above is just a brief look at what the teachers have selected to improve their course offerings, thereby enhancing career education at Lenoir High School.

Materials mentioned above and those listed in detail are to be used by 15 teachers for Career Education. Materials will cost $2,290.54

II. Learning to Learn and Learning to Earn -

Special programs such as "Mini-mester" and "Hang In There Week" are designed to expose the students to many occupations and educational opportunities. These programs emphasize the importance of completing high school, and allow the students to gain first hand experience in many occupational areas. These programs also permit the students to talk with experts in various fields and profit from the success and failure of others as well as themselves.

These enrichment programs may cost	$ 500.00

A description of these programs has been given in the proposed guide of the Career Education project.

III. Learning to Earn -

This concept is being further developed and executed by the guidance counselor with the use of occupational handbooks and books on personal and social development.

A 100% follow-up program will be instituted by the guidance personnel of all students whether in the world of work or continuing in higher education.

The Career guidance counselor will provide a job placement service for all students. A follow-up and evaluation will be made of each student.

Small group discussion as well as personal consultations will be a major part of the program.

Funds to properly execute these programs will be (This is shown in (IIA) Career Awareness Program Funds)	75.00

Date

The dates which the proposed objectives are expected to reach:

All objectives one through nine should begin August 27, 1973, and be completed June 3, 1974.

The special programs, however, will have specific dates. These dates will be set in the near future. All the objectives proposed for the Career Education project at Lenoir High School will be a continuous learning process throughout the school year.

Evaluation

A. Internal evaluation will be done by the principal, participating teachers and students. This evaluation will be done on a nine-weeks basis. It is highly recommended that the teacher keep an informal record of the activities in his or her department which promotes career education. This will enable the teacher to evaluate effectively.

B. An evaluation form will be devoloped by the committee. The findings of the evaluation will be presented in written form as well as discussed by participating teachers and the committee.

C. External evaluation - third party evaluation. It is suggested that the third party actually spend some time in the teaching situation in order to make a fair evaluation which will benefit the teachers, the students and the career education program. The participating teachers are concerned about the effectiveness of their efforts to attain the proposed objectives.

Continuation Plan

The principal, the participating teachers, and the guidance counselors will exert every possible effort to have a successful career education program. It is their belief that help may be secured through local resources which will enable the program to continue after Federal Funding has been completed.

Many materials received on the present program will be useful for several years.. Funds, therefore, would be needed primarily for personnel and field trips.

With the many pressures on the school to meet the needs of the individual student, it is essential that this program be continued.

Participating Teachers

The following is a list of the participating teachers who have requested these additional funds to further incorporate career education into the curriculum.

	Teacher	Grade	Subject
1.	M. Angley	11-12	Social Studies
2.	J. Dimmette	11-12	Drama & Novel
3.	S. Franklin	9-12	Spanish & Media
4.	S. Greene	9-12	Guidance Counselor
5.	B. Griffith	9-12	Chemistry & Physics
6.	K. Hiatt	11-12	Office Prac. & Business
7.	I. Jones	9-12	Home Economics
8.	P. Laney	10-12	English
9.	E. Marsh	9-10	U.S. History & Voices
10.	J. Motley	9-12	Health Careers
11.	G. Parrott	9-12	Librarian
12.	L. E. Shade	9-12	Driver Education
13.	P. Smith	9-12	Business
14.	Z. Welch	10	Biology
15.	B. Duncan	9-12	Career Counselor

IV. Local matching input and/or inkind support

A. Long range plans include
    1. Continuation of a counselor service
    2. Continuation of the career education teaching philosophy

B. Plans that are already completed
    1. Modification of the school plant to provide an office for the counselor
    2. Modification of the school plant to provide a testing area adjacent to the counselor's office
    3. Included the new office into a six-button telephone complex
    4. Carpeted the new counselor-testing area complex.

CALDWELL CAREER EDUCATION PROGRAM

PROPOSED CAREER EDUCATION IMPLEMENTATION CONTRACT

The agreement is entered into between Caldwell Career Education Program, hereinafter referred to as the Career Program and LENOIR JUNIOR HIGH SCHOOL, hereinafter referred to as the school, for the purpose of providing professional and related services for the period of September 20 - June 7, 1973-74.

I. The Career Program agrees:

A. To make payment to the administrative unit, upon receipt of itemized accounting activities and/or materials in the amount of $ 2275.00 for the period of 1973 September 20 - 1974 June 7.

II. The School agrees:

A. To provide career education services to their students in the following areas:

A.	Field Trips for Students	$ 409.60
B.	Instructional Supplies for Home Ec and Crafts	$ 490.00
C.	Instructional Materials in Science	$ 418.50
D.	Instructional Materials in Soc.St. and Lang. Arts	$ 335.90
E.	Field Study for Teachers (Release Time)	$ 320.00
F.	Instructional Supplies for Pre-vocational students	$ 300.00

III. Source of Funds: Budget, Caldwell Career Education Fund

Materials $ 1545.00, Transportation $ 410.00,

Equipment $ 0, Services $ 320.00

TOTAL $ 2275.00

IV. Attest:

(Principal)

Sept. 10, 1973 (Date)

Hagaman (Superintendent)

E. M. White (Advisory Board Chairman)

(Career Education Director)

LENOIR JUNIOR HIGH SCHOOL

CAREER EDUCATION PROPOSAL OUTLINE

Introduction

I. Field Trips for Students

II. Instructional Supplies for Home Economics

III. Instructional Materials in Science

IV. Instructional Materials in Social Studies and Language Arts

V. Field Study for Teachers (Release Time)

VI. Instructional Supplies for Pre-vocational Instruction

VII. Dates

VIII. Evaluation

CAREER EDUCATION PROPOSAL

Introduction

This proposal represents an attempt to expand and reinforce the Career Education program at Lenoir Junior High School. A general career education emphasis has already been established at the school, and the following proposed components should not be viewed as the total program. They should only be seen as an effort to improve the existing program and as a method of securing assistance which will enable us to achieve our general objective for the year. Our general objective has been stated in the Teachers' Manual as follows:

> "The Career Education emphasis will continue this year. Our primary objective in this area will be to establish permanent foundations so that the emphasis will continue in the future. This means that all curriculum planning and instructional unit development should reflect our interest in helping students to understand the relationships between academics and the world of work. This emphasis will make school work more relevant to life outside the school. It will also add variety to the curriculum and help to increase student interest and motivation."

I. Field Trips for Students

A. Each student will benefit from one additional field trip this year. The objectives in this area will be the following:

   1. To increase awareness of the world of work
   2. To increase knowledge of career ooportunities.

B. The method will be to take students into the community to observe, discuss and increase knowledge of occupations and career possibilities. Individuals representing various occupations will also be invited to the school to discuss their jobs with students.

C. Expenditures: 16 trips averaging 80 miles each @ $.32 per mile - $409.60

II. Instructional Supplies for Home Economics and Crafts

A. Objectives in this area will be the following:

   1. To increase awareness of the many possibilities for the use of leisure time.
   2. To increase knowledge of career opportunities.

B. Method and Expenditures

1. Foods - $100 for purchase of grocery items for labs in food classes. Students will study the body's needs and how to meet these with nutricious foods on a limited budget. Lab experiences would include preparation of quick breads, pastries, cakes, salads, beverages, vegetables, fruits and meats. A lesson in using meat substitutes and extenders is needed. Young girls need to learn the art of entertaining, therefore, they need to make and serve simple refreshments to some groups. They need some kind of experience with special meals such as buffets, fondues, and cookouts.

2. Sewing - $50.00 to service sewing machines and purchase some items the students will be working with. The students will learn to use machines and attachments by sewing simple items for the home and garments for family members. They will learn to do some crafts which require sewing. Items of expense would be sewing machine needles, embroidery hoops, needles, thread, patterns for duplicating, sample fabrics to demonstrate techniques, trims, elastic, hooks, snaps, cording.

3. Furniture refinishing - $40.00 purchase of paint supplies so that each student may re-do an old furniture item from home by either antiquing, staining or varnishing.

4. Crafts - $300 for purchase of crafts materials. Many creative experiences can be provided for each student in home economics classes if materials are available. Plaques in copper tooling, decoupage projects, wall hangings with different kinds of stitches and fabrics, ceramics, clear cast molding, woodburning and candle making. Students may learn embroidery stitches, appliqueing, Swedish weaving, knitting, needlepoint, crewel, crocheting, latch hooking, etc.

III. Instructional Materials in Science

A. Objectives:

1. To illustrate the occupations associated with the construction of maps.

2. To show how maps can be used in every-day living experiences.
3. To illustrate the occupations associated with nature and their helpfulness to mankind.
4. To show examples of life forms of the past and how they have been collected.
5. To illustrate the many different occupations in the science field.

B. Method and Expenditures

1. Exploring the World of Maps #735 (five sound film strips)	$ 67.50
2. Powers of Nature #731 (five sound film strips)	67.50
3. The Universe #727 (six sound film strips)	81.00
4. Small Worlds of Life #725 (seven sound film strips)	94.50
5. Sea Life #733 (five sound film strips)	67.50
	$378.00
6. Fisher Scientific Company Catalog 72G Page 334 VISI Embedded fossil collection #16390 3 sets @ $13.50 each	40.50
	$418.50

IV. Instructional Materials in Social Studies and Language Arts

A. Objectives:

1. To increase decision-making and problem-solving skills
2. To enhance each individual's self-concept

B. Method and Expenditures

1. Source

Educational Record Sales
157 Chambers Street
New York, N.Y 10007

2. Filmstrip: The Ealy years of America - Brunswick
This series will provide students with insights into the life styles and vales of time periods in our past history. Hopefully, they will extend their appreciation for history. $39.00

3. Filbstrip: Patriotism - Brunswick
This series will be valuable in extending love and pride in one's country. $45.50

4. Filmstrip: Great Russian Novels - Brunswick
This series will present novels that have achieved wide acclaim as literary classics. They should have great appeal to students and increase their knowledge in the area of classical novels as well as increase their appreciation of literature. $30.00

5. Democracy - What you Should Know About It and Why.
These filmstrips will help students understand the challenges and responsibilities given to them in a democracy. They will also increase their appreciation and knowledge of our form of government in relation to other forms of government. $44.00

6. Filmstrip: Indian Cultures of the Americas
These filmstrips will provide students with meaningful knowledge on the Indian's contributions to American history and will bring to life vital chapters in the development of Indian cultures in America by extending a student's knowledge about the history and culture of the American Indian. $39.00

7. Filmstrip: A People Uprooted
These filmstrips trace the roots of Afro-Americans, beginning in the 16th century Africa and going to the black role in the Revolutionary War. They will also examine the change in white attitudes after the American Revolution. I believe these will increase a student's understanding of the black man's cultural past and problems. With this understanding students will, hopefully, be able to relate better to the problems of today's black man. $50.40

Total Cost $256.90

8. Source - Language Arts

Washington Press
Educational Distribution Center, Inc.
Saw Mill Road
West Haven, Connecticut 06516

9.	20 copies - Uncle Tom's Cabin	$23.75
	25 copies - Invisible Man and War of the Worlds	9.00
	25 copies - Crime and Punishment	18.75
	25 copies of Fathers and Sons	12.50
	25 copies - Ivanhoe	15.00
	Total Cost	$79.00

These books will increase and extend a student's knowledge and appreciation of some of the great American, English and Russian classics. They will not only be useful in literature and history classes, but will introduce the student to different life styles and character personalities that will aid him in understanding his own life.

V. Field Study for Teachers (Release Time)

A. Objective

1. To increase teachers' knowledge of the Career Education concept.
2. To improve teachers' ability to apply the Career Education concept.

B. Method

All teachers will be released one day as part of a community' study to help them become more aware of community resources and the variety of occupations represented. Substitutes will be paid to allow the teachers to be relieved of their duties.

C. Expenditures

16 teachers - 16 days @ $20.00 per day - $320.00

VI. Instructional Supplies for Pre-vocational students

A. Objectives

1. To increase awareness of the many possibilities for the use of leisure time.
2. To increase knowledge of career opportunities

B. Methods and Expenditures

Students in vocational classes will be offered opportunities to create various crafts items and to construct other small furniture items to broaden the scope of "Hands On" creative activities. This will enable them to learn skills which will be useful throughout life and a pride in creative endeavors.

$300.00 will be used to purchase materials, such as lumber, hinges, materials, glue and various small woodworking tools so that the scope of the vocational program may be broadened.

VII. Dates

All components of this program will be carried out between September 20, 1973 and June 7, 1974.

VIII. Evaluation

All components of this program will be evaluated through oral and written progress reports to the faculty and the principal at monthly staff meetings. Records will be kept to accommodate external evaluation efforts.

CALDWELL CAREER EDUCATION PROGRAM

PROPOSED CAREER EDUCATION IMPLEMENTATION CONTRACT

The agreement is entered into between Caldwell Career Education Program, hereinafter referred to as the Career Program and Lower Creek Elementary School, hereinafter referred to as the school, for the purpose of providing professional and related services for the period of Oct. 1, 1973 - May 25,1974 1973-74.

I. The Career Program agrees:

A. To make payment to the administrative unit, upon receipt of itemized accounting activities and/or materials in the amount of $ 1,625.00 for the period of nine (9) months.

II. The School agrees:

A. To provide career education services to their students in the following areas:

A.	Materials	$ 1,000.00
B.	Transportation	$ 120.00
C.	Equipment	$ 250.00
D.	Services	$ 255.00
E.		$
F.		$

III. Source of Funds: Budget, Caldwell Career Education Fund

Materials $ 1,000.00, Transportation $ 120.00.

Equipment $ 250.00, Services $ 255.00

TOTAL $ 1,625.00

IV. Attest:

(Principal) 9/10/73 (Date) (Superintendent)

(Advisory Board Chairman) (Career Education Director)

LOWER CREEK ELEMENTARY SCHOOL

Product Goals and Objectives

I. 1.1, 1.2, 1.3

III. 3.3

VI. 6.1, 6.4

VII. 7.1, 7.2, 7.3, 7.4

IX. 9.1, 9.2

Process Goals and Objectives

II. 2.1, 2.2

III. 3.1, 3.3, 3.4

IV. 4.1 (K-3 team 1 for other teams)

V. 5.2, 5.4

VI. 6.3 (K-3 team yes) (other teams one)

X. 10.2

Method or Technique

4 teachers 204 students will be involved in implementing career education in our school. It will be infused into the classroom through the existing curriculum. Materials will be acquired in order for students to become aware of many different occupations.

Field trips will be utilized so that students will have opportunities to observe work experiences in many different areas.

Community resource people will be called upon to share their work experiences, avocations, hobbies, etc. with students.

Teachers will have opportunities to visit other schools to observe good educational experiences.

Date Oct. 1, 1973 - May 25, 1974

Expenditures

Materials $1000.00

Cassettes
Books
Filmstrips
Kits
Games
Miscellaneous

[illegible] teachers 3 field trips 360 approx. mileage @ 32¢ per mile $120.00

Equipment	$250.00
Services	$255.00

1 teachers will need substitutes for 12 visits to other schools and businesses

Evaluation

Internally - with the help of the central office staff teachers will periodically evaluate the program of career ed. in our school.

Externally - Third party evaluation team

Local Matching Support

Faculty time and energy, physical facilities, existing materials and equipment will be utilized to implement the career education concept.

The services of Community Agencies will be used when deemed necessary.

CALDWELL CAREER EDUCATION PROGRAM

PROPOSED CAREER EDUCATION IMPLEMENTATION CONTRACT

The agreement is entered into between Caldwell Career Education Program, hereinafter referred to as the Career Program and Oak Hill Elementary School, hereinafter referred to as the school, for the purpose of providing professional and related services for the period of October 1, 1973-May 31,1974 1973-74.

I. The Career Program agrees:

A. To make payment to the administrative unit, upon receipt of itemized accounting activities and/or materials in the amount of $ 2860.00 for the period of October 1, 1973 to May 31, 1974.

II. The School agrees:

A. To provide career education services to their students in the following areas:

A.	In the classroom	$ 2860.00
B.		$
C.		$
D.		$
E.		$
F.		$

III. Source of Funds: Budget, Caldwell Career Education Fund

Materials $ 1950.00, Transportation $ 480.00,

Equipment $ 230.00, Services $ 200.00

TOTAL $ 2860.00

IV. Attest:

Benjamin R. Setzer
(Principal)

August 30,1973
(Date)

E. M. White
(Superintendent)

E. M. White
(Advisory Board Chairman)

(Career Education Director)

CAREER EDUCATION PROPOSAL FOR OAK HILL SCHOOL

I. Goals and Objectives

A. Product

I. To increase awareness of the world of work

1.2 Students will demonstrate knowledge of the world of work through verbal and written communication

II. To increase knowledge of career opportunities

2.1 Students will show an increase in knowledge of the educational requirements of careers

2.2 Students will show an increase in knowledge of skills required for different careers.

2.3 Students will show an increase in knowledge of career areas.

2.4 Students will show an increase in their awareness of the world of work.

VII. To enhance each individual's self-concept

7.3 The teacher will demonstrate an increased knowledge of the uniqueness of each child.

7.4 An increased number of students will be engaged in activities which reflect individual needs.

IX. To increase teachers' knowledge and application of the career education concept

9.2 Teachers will demonstrate increased application of the career education concept in the instructional program.

B. Process

II. To provide career-related materials

2.1 The project will provide and disseminate a variety of materials for use in classrooms and libraries.

2.2 Teacher-made materials will be developed.

III. To provide assistance in the utilization and integration of career-related materials.

3.1 The librarian will collect materials suitable to the maturity level of the students for each teacher who requests materials for use in a specific unit of study.

3.3 Teachers will provide for student use of appropriate resource materials.

IV. To provide students and teachers first-hand work exposure outside the classroom.

4.1 Each student will participate in at least three career-oriented field trips per year.

V. To infuse career education into the curriculum.

5.2 Teachers will engage in monthly meetings for reviewing and sharing of ideas.

VI. To utilize community resources in providing information and experiences concerning careers

6.3 Each teacher will schedule at least three resource persons per year.

X. To provide experiences which will cause enhancement of each individual's self concept.

10.2 Teachers will demonstrate an increased utilization of methods and techniques which enhance student self concept.

II. *Method* or *Technique*

A. Since our school is small, we shall involve *all* students K-8 (280) and *all* teachers (10).

B. We shall endeavor to infuse the career education concept into the existing curriculum. We hope to develop proper *attitudes* among all the faculty and make each teacher responsible for making students *aware* of job possibilities that are available to those that have the necessary competencies and skills.

C. To make subject material more meaningful, each teacher will make his activities practical and relevant to the world of work.

D. Each teacher will use at least three resource people relative to the world of work in his class.

E. Each teacher will plan at least three field trips relative to the world of work for his class or small groups in his class.

F. Each teacher will encourage students to find out about careers and jobs in which he may have an interest.

G. Our library and school is practically devoid of career related materials. We estimate that there are only some 30-50 items that are career related out of some 5000 in the school. One of our major thrusts will be the acquisition of career-related materials. Our goal is 280 items (both printed, cassette and filmstrip) or one per student, to enable them to explore their interests in the context of career possibilities.

H. We shall develop a careers interest center in each classroom, to include kits in each grade from 4-8.

I. Make each class a career-centered one, making enough materials available for students to explore careers.

J. Set up tool boards in interest centers.

K. We shall conduct a hobby day in the school.

L. We shall conduct teacher visitation of other schools and programs.

III. Date

A. We shall begin the program October 1, 1973 and conclude it the last of May, 1974. By May 31, 1974, it is expected that we shall have completed our major objectives.

IV. Expenditures

A. Materials - ($1950.00)

1. Books - $500.00 = 100 X $5.00

2. Cassettes / Records - $250.00 = 50 X $4.60

3. Filmstrips - $700.00 = 100 X $7.00

4. Misc. (Kits, pamphlets, games, puzzles, posters) - $500.00

B. Transportation ($480.00)

1. 30 field trips X .32 per mile X 50 miles = $480.00

C. Equipment ($230.00)

1. Wall Screen - $30.00

2. Sound/Filmstrip projector- $200.00

D. Services- ($200.00)

1. One substitute per teacher for year to allow teacher visitation.

E. The expenditures are listed in priority order from A to D.

V. Evaluation

A. Our evaluation will basically be internal. Our faculty will conduct a self-evaluation.

B. We shall use our central office staff for evaluation purposes.

VI. Local Support

A. The facilities, equipment, building, and grounds will be used.

B. The time of our local faculty and staff will constitute an in-kind support.

C. Community agencies and/or services to be included. There are very few located in the Oak Hill Community. We shall use all those city and county agencies in and around Lenoir. In the Oak Hill community we have:

1. Little River Fire Department
2. Little Stitches
3. Oak Hill General Store
4. H. C. Adair Dairy Farm
5. Little River Lumber Company
6. Cook's Fabric Shop

D. Plan for continuation

We hope that the materials procured will last for some time. Our local PTA and Ruritan club will contribute toward the continuing transportation costs of future years.

It is my understanding that we could also be funded under Title III ESEA if we develop a proposal. This possibility we shall explore. Part D of the Vocational Education Amendments of 1968 (Public Law 90-576) authorizes the use of federal funds for career development programs in the elementary school.

The idea of career education we will not let die.

CALDWELL CAREER EDUCATION PROGRAM

PROPOSED CAREER EDUCATION IMPLEMENTATION CONTRACT

The agreement is entered into between Caldwell Career Education Program, hereinafter referred to as the Career Program and Rhodhiss Elementary School, hereinafter referred to as the school, for the purpose of providing professional and related services for the period of August 24 - June 5, 1973-74.

I. The Career Program agrees:

A. To make payment to the administrative unit, upon receipt of itemized accounting activities and/or materials in the amount of $3032.00 for the period of August 24 - June 5, 1973-1974.

II. The School agrees:

A. To provide career education services to their students in the following areas:

A. Professional Staff Development-Objective VI (1C, 4A, 4B) $ 1288.00
B. $
C. Career Awareness-Objectives I,II---(1A, 1B, 2, 3A, 3D) $ 3194.00
D. Career Guidance-Objectives I,II,IV (3B) $ 500.00
E. Interest and Enrichment-Objective V $ 550.00
F. $

III. Source of Funds: Budget, Caldwell Career Education Fund

Materials $ 850.00, Transportation $ 422.00.
Equipment $ 550.00, Services $ 1210.00

TOTAL $3032.00

IV. Attest:

Charles M. Camp
(Principal)

9/11/73
(Date)

E. M. White
(Superintendent)

E. M. White
(Advisory Board Chairman)

(Career Education Director)

OBJECTIVES IN CAREER EDUCATION
FOR RHODHISS ELEMENTARY SCHOOL
1973 - 1974

I. To increase awareness of the world of work.

  1.1 Students will show an increase in their awareness of the world of work.

  1.2 Students will demonstrate knowledge of the world of work through verbal and written communications.

  1.3 Students will demonstrate awareness of the value and dignity of work.

II. To increase knowledge of career opportunities.

  2.1 Students will show an increase in knowledge of the educational requirements of careers.(grades 7-8)

  2.2 Students will show an increase in knowledge of skills required for different careers. (grades 7-8)

III. To increase positive interaction within and among the school and the community.

  3.1 Positive interaction between the school and community will increase.

IV. To enhance each individual's self-concept

  4.1 An increased number of students will be engaged in activities which reflect individual needs.

V. To increase awareness of the many possibilities for the use of leisure time.

  5.1 Students will increase their participation in leisure time activities.

VI. To increase teacher's knowledge and application of the career education concept.

  6.1 Teachers will show an increase in their knowledge of the career education concept.

METHOD

l. Personnel Involved: 10 classroom teachers
1 principal
1 janitor
1 cafeteria manager
1 school secretary
1 librarian
1 music teacher

Approximately 225 students in the following grades will be involved in the project:
73 students in grades 1-3
74 students in grades 4-6
48 students in grades 7-8
30 students in EMR classes

ll. Career Guidance

Students in the eighth grade will be given individual help in the selection of courses for high school. Information will be given students concerning the educational requirements and/or skill requirements for each career interest they may develop. Since trained guidance personnel will not be available the classroom teacher will be responsible for showing each student information, stimulating interest and motivation, and directing her own guidance program in the area of career education.

lll. Interest and Enrichment

An interest and enrichment program will be interwoven into the present curriculum by the classroom teacher. The program will consist of a number of games and activities that students may participate in on an individual or small group basis within the framework of the self-contained classroom. A number of individual and dual games will be introduced during the physical education period. These will cover such areas as: tennis, golf, badminton, table tennis, and others. Field trips and resource people will broaden the interest and enrichment of students by actually giving them a first hand insight into new worlds of potential interest.

IV. Career Awareness

The classroom teacher will increase the students' awareness of the world of work. Through the existing curriculum the classroom teacher will attempt to interweave the skills taught in different units into more relevant material by using and demonstrating the skills used in the world of work. Resource people, field trips, planned interest activities will show the relationship between the concept of living, learning, and making a living. Each teacher will schedule at least two resource people per year and each student will participate in at least two career-oriented field trips per year.

Members of the staff will engage in a monthly meeting for the purpose of sharing ideas and reviewing the month's progress. Teachers will stress the activity approach to stimulating interest and motivation in as many ways as possible. Resource persons, field trips, small group discussions, individual interest seeking, and a wide variety of instructional materials and equipment will be utilized. Through student-teacher planning it is hoped that the student will be able to apply knowledge and skills acquired in the classroom to the world of living, learning, and making a living.

Dates

Objectives	Beginning Time	Completion Time
l.	August 24, 1973	June 5, 1974
ll.	August 24, 1973	June 5, 1974
lll.	August 24, 1973	June 5, 1974
lV.	August 24, 1973	June 5, 1974
V.	August 24, 1973	June 5, 1974
Vl.	August 24, 1973	June 5, 1974

EXPENDITURES

1.

A. Transportation - 10 classroom teachers for approximately 40 field trips averaging 20 miles each at 32¢ per mile for 800 miles. $256.00

B. Approximately 20 field trips will require a certified driver other than the classroom teacher for approximately two hours each trip. At $2.20 per hour for 40 hours. $88.00

C. In-service teacher visitation for 10 classroom teachers, 1 librarian, 1 music teacher, and school principal for approximately 2 visits each at approximately 30 miles per visit for 780 miles at 10¢ per mile. $78.00

11. Equipment

- A. 12 reconditioned manual typewriters
- B. 3 reconditioned electric typewriters
- C. 2 reconditioned adding machines
- D. 1 reconditioned calculator
- E. 6 filmstrip previewers

There is a need for business machines in order to give students of all age levels experiences with their hands in actually using some of these machines. Filmstrip previewers will be used by individual students to view the additional filmstrips which will be related to career education. The individual previewer will enable each individual student to select material of his interest and view this individually.

Cost - $1300.00

111. Materials

A. Career awareness materials for 11 teachers at $50.00 per teacher. $550.00

Materials will be related to career education through the use of language arts, social sciences, cultural arts, physical education, mathematics, science and health areas.

B. Career Guidance materials are needed since no professionally trained guidance personnel are available except the classroom teacher. These materials should include filmstrips, tapes, overhead overlays, books, magazines, and pamphlets. Cost. $500.00

C. Interest and Enrichment Program Materials: These materials will be used for individual interest such as music, arts and crafts, dramatic arts, physical activities, and leisure time interest. Cost. $550.00

D. Miscellaneous materials which will cover areas of awareness, exploration, and information of career education. At $100.00 per teacher for 10 classroom teachers. Cost. $1000.00

Total Materials $2600.00

IV. Services

A. In-service teacher visitation for 10 classroom teachers at two visits each will require substitute teachers for 20 days. At $20.00 per substitute teacher the cost will be $400.00

B. To better insure the initial success of Career Education Concept into the existing curriculum of our school a part-time para-professional teachers aide is desirable. The aide will function as a local coordinator of career education material, work with resource people, make arrangements for field trips, and assist classroom teachers in related duties. The aide is requested for 360 hours or approximately 2 hours per day at $2.25 per hour for a cost of $810.00

Total Services $1210.00

LOCAL MATCHING INPUT

At the local school level Rhodhiss Elementary School proposes to use as much matching funds as the local budget will allow. The combined financial imput from both sources have been used to develop the initial plans for the 1973-1974 program. This projected income should be adequate to develop a program which will meet the minimum initial needs of the students in our school.

PLANS FOR CONTINUATION

The materials we have and plan to add this year will be of great benefit in helping develop our program for the future. The professional growth of the staff by the observation of teachers and experiences will enable the staff to do a more effective job in the future. An effort will be made to secure local funds enough to continue the field trips for students. With the year's experience in the career education concept, added materials and equipment, and increased community support for the concept the school should be able to continue activities at the same level of involvement. An involvement which will bring the knowledge and skills of the classroom closer to living, learning, and making a living.

EVALUATION

Internally: The principal and teachers will review objectives monthly at designated faculty meeting and with the help and guidance of local supervisory personnel will evaluate the progress of the career education concept.

Externally: Professional third party evaluation.

CALDWELL CAREER EDUCATION PROGRAM

PROPOSED CAREER EDUCATION IMPLEMENTATION CONTRACT

The agreement is entered into between Caldwell Career Education Program, hereinafter referred to as the Career Program and Saw Mills Elementary School, hereinafter referred to as the school, for the purpose of providing professional and related services for the period of Sept thru May, 1973-74.

I. The Career Program agrees:

A. To make payment to the administrative unit, upon receipt of itemized accounting activities and/or materials in the amount of $ 2103.00 for the period of nine (9) months.

II. The School agrees:

A. To provide career education services to their students in the following areas:

A.	Career Awareness and Information	$ 1,108.00
B.		$
C.		$
D.		$
E.		$
F.		$

III. Source of Funds: Budget, Caldwell Career Education Fund

Materials $ 1070.00, Transportation $ 300.00

Equipment $ 433.00, Services $ 300.00

TOTAL $ 2103.00

IV. Attest:

Joe R. Best
(Principal)

9/10/73
(Date)

E. M. White
(Superintendent)

E. M. White
(Advisory Board Chairman)

(Career Education Director)

JOE R. BOST, Principal

E.M. WHITE, Superintendent

SAWMILLS ELEMENTARY SCHOOL

ROUTE 4, BOX 301
GRANITE FALLS, NORTH CAROLINA 28630
TELEPHONE 396-2610

A PROPOSAL FOR IMPLEMENTING THE CAREER EDUCATION CONCEPT WITHIN THE INSTRUCTIONAL PROGRAM OF SAW MILLS ELEMENTARY SCHOOL FOR THE 1973-74 SCHOOL YEAR.

Believing that the students of Saw Mills Elementary School, grades 4-8 need to be made aware of the occupational and vocational opportunities in their community and throughout their country, the following proposal is submitted for consideration to the Caldwell County Career Education Office.

I. Awareness - To help make the students both boys and girls grades 4-8 of Saw Mills Elementary School aware of different and varying occupational opportunities we submit that a total of eleven (11) teachers grades 4-8 involved with approximately 335 students each take approximately 2 field trips per class for an average mileage of 15 miles per trip or 30 miles per class giving a total of 330 miles at a cost of $.32 per mile which would cost approximately $105.00. Also an anticipated cost of $3.00 per student for entrance to two different points of interest for 2 classes of approximately 60 students will then cost $180.00.

It is hoped that a series of slides can be developed on eight different occupations and/or places of employment in the Saw Mills Community. These in turn would be used as a preparatory function prior to field trips to these designated areas. Cost would be approximately $48.00 for 160 slides and $95.00 for an adequate slide projector.

In order to involve male students in a carpentry class, we would hope to purchase 1 belt sander, 2 jitter-bug sanders, 1 vibrator saw, and some finishing material. This would cost approximately $90.00.

Although we don't anticipate any expense, it is hoped that the teachers in grades 4-8 would involve resource personnel from inside and outside the community. These people would make presentations and answer questions to selected classes on varying aspects of different occupations.

JOE R. BOST, Principal
E.M. WHITE, Superintendent

SAWMILLS ELEMENTARY SCHOOL

ROUTE 4, BOX 301
GRANITE FALLS, NORTH CAROLINA 28630
TELEPHONE 396-2610

We can anticipate the use of a resource person (faculty member) to teach a mini course composed of 6 sessions on the world of construction. Substitute pay for his replacement for these 6 class days would be $120.00. He would work with male students in the 7th and 8th grades.

II. Information - In order to provide basic information of varying occupations including the use of game type materials, we would hope to purchase some informational materials. This would be composed of:

(1) Games - Cost - $70.00

(2) Series prepared of slides and recordings - Cost $140.00

(3) Two film strip projectors - Cost $120.00

(4) 2 record players - Cost $80.00

(5) Books and comic books to be used on a sharing basis throughout the grades - Cost $60.00

III. Evaluation:

Evaluation would be carried on twice during the year internally through the use of the principal, two teachers, and a member of the school advisory council from the community. Once in January and again in May.

External evaluation would also take place twice during the 1973-74 school year, in December and April. This evaluation team would be composed of two members of the Caldwell County Career Education Office and Mr. Austin Moretz, Principal of Collettsville Elementary School, who has had prior experience with the Career Education Program.

IV. Summation:

The cost of introducing the previous program at our school breaks down as follows:

Materials - $270.00

Equipment - $433.00

Transportation - $105.00

Services - $300.00

Approximate Total - $1108.00

JOE R. BOST, Principal
E.M. WHITE, Superintendent

SAWMILLS ELEMENTARY SCHOOL

ROUTE 4, BOX 301
GRANITE FALLS, NORTH CAROLINA 28630
TELEPHONE 396-2610

Realizing that the infusing of the Career Education Concept within the framework of the instructional program at Saw Mills Elementary School will be a new and interesting prospect and also that there is much to be learned as far as implementation, we the faculty and staff do submit this proposal for your serious consideration and hope that if approved, it will enhance the learning of children at our school.

Joe R. Bost
Principal

CALDWELL CAREER EDUCATION PROGRAM

PROPOSED CAREER EDUCATION IMPLEMENTATION CONTRACT

The agreement is entered into between Caldwell Career Education Program, hereinafter referred to as the Career Program and Valmead, hereinafter referred to as the school, for the purpose of providing professional and related services for the period of September - June, 1973-74.

I. The Career Program agrees:

A. To make payment to the administrative unit, upon receipt of itemized accounting activities and/or materials in the amount of $ 3018.00 for the period of September - June, 1973-74.

II. The School agrees:

A. To provide career education services to their students in the following areas:

A. To all students in all subject areas. $
B. $
C. $
D. $
E. $
F. $

III. Source of Funds: Budget, Caldwell Career Education Fund

Materials $ 879.00, Transportation $ 744.00.
Equipment $ 817.00, Services $ 578.00

TOTAL $ 3018.00

IV. Attest:

Cecil Harman
(Principal)

Sept. 10, 1973
(Date)

E. M. White
(Superintendent)

E. M. White
(Advisory Board Chairman)

(Career Education Director)

Career Education

Valmead School

1973-1974

Objectives and Techniques

I. To increase teachers' knowledge and application of the career education concept and improve their ability to infuse career education throughout the curriculum.

  A. All teachers will be involved in at least sixteen hours of staff development stressing the infusion of career education into the curriculum.

  B. Teachers will engage in monthly meetings for reviewing and sharing ideas.

  C. Groups of teachers will meet regularly to correlate curricular activities.

  D. All teachers will visit at least two schools or professional, business, or industrial enterprises during the year.

II. To increase students' awareness of the world of work and knowledge of career opportunities

  A. A variety of materials will be provided for use in classrooms and library.

  B. Each student will participate in at least two career-oriented field trips during the year.

  C. Resource persons will be invited to the school. Each teacher will schedule at least two.

  D. Career awareness will be correlated with other areas of the curriculum through the use of many types of materials, displays, and discussions.

III. To increase students' ability to recognize educational and career relationships and to acquire general information about career clusters and detailed information about specific careers when desired.

   A. Students will demonstrate a knowledge of the interdependence of living, learning, and working through verbal and written communication.

   B. Specific books, materials, and information will be provided to meet students' interests and needs.

IV. To increase positive interaction between the school and community

   A. Teachers will visit two local industries or businesses this year.

   B. The school will identify a group of community resource persons with the assistance of the P.T.A, Junior Woman's Club, the career education staff and their guide of available resource persons.

   C. Each teacher will schedule at least two resource persons per year.

   D. The school will identify a group of organizations suitable for field trips.

   E. Each student will participate in at least two career-oriented field trips during the year.

V. To seek to improve all teaching and learning activities for students by enhancing each individual's self-concept and by providing experiences and materials to make all areas of the curriculum more meaningful and enjoyable

A. Daily opportunities will be provided to create an appreciation of and interest in the cultural arts and crafts.

   1. Audio-visual materials will be provided in the cultural arts.

   2. Teachers will provide regular opportunities for students to observe the beauty of their world.

B. Daily successful, meaningful experiences will be provided to enhance each individual's self-concept.

C. Additional books and materials will be provided for library and classroom use.

Expenditures

I.	Materials				$1,155.00
	A.	Books		$400.00	
	B.	Filmstrips (sound & other)		350.00	
	C.	Pictures (study prints)		100.00	
	D.	Pamphlets, etc.		25.00	
	E.	Tapes and cassettes		200.00	
	F.	Attribute Blocks		45.00	
	G.	Puzzles (Career-oriented)		35.00	
II.	Equipment				1,294.98
	A.	Du Kane (3)	$198.10	594.30	
	B.	Cassette Players and recorders (4)	42.25	169.00	
	C.	Listening Centers(4)	44.00	176.00	
	D.	Camera		25.68	
	E.	16 mm projector		330.00	
III.	Transportation				744.00
	A.	34 field trips @ 50 miles per trip @ 32¢ per mile		544.00	
	B.	Teachers to schools, industries, etc.		150.00	
	C.	Consultants		50.00	
IV.	Services				560.00
	A.	Substitute teachers - 18 days @ $20.00 per day		360.00	
	B.	Consultants		200.00	

Career education has been an integral part of our instructional program. With the funding of this project, it can be infused throughout the curriculum. Other subjects can be made more meaningful. More practical application can be made of theoretical concepts learned in school. The faculty will make a concerted effort to extend and enrich all areas of the career education concept in the instructional program. These activities and experiences will be extended beyond the funding of the project.

Many resource persons will be scheduled at appropriate age levels. Members of the P.T.A., Junior Woman's Club, and Career Education Staff will provide information and assistance in identifying and securing resource persons. Parents and members of the school staff will also be used as resource persons.

Parents will assist teachers in planning field trips and by accompanying classes and special interest on these trips.

Evaluation

A special faculty committee composed of Mrs. Star Woods, Chairman, Mrs. Gail Austin, Mrs. Elma Combs, and Mrs. Gail Beck will schedule special meetings to discuss and evaluate the program. The entire faculty will also be involved in evaluation on a regularly scheduled basis.

Informal discussions with children will help determine change in attitude and self-concept.

Folders will be kept of the Promary children's written work on field trips and resource people.

CALDWELL CAREER EDUCATION PROGRAM

PROPOSED CAREER EDUCATION IMPLEMENTATION CONTRACT

The agreement is entered into between Caldwell Career Education Program, hereinafter referred to as the Career Program and West Lenoir School, hereinafter referred to as the school, for the purpose of providing professional and related services for the period of school year, 1973-74.

I. The Career Program agrees:

A. To make payment to the administrative unit, upon receipt of itemized accounting activities and/or materials in the amount of $ 3044.00 for the period of ______.

II. The School agrees:

A. To provide career education services to their students in the following areas:

A.	Career awareness and guidance	$ 1,000.00
B.	Field trips to industry	$ 1,100.00
C.	Equipment	$ 300.00
D.	Teacher improvement	$ 374.00
E.	Substitute service	$ 680.00
F.		$

III. Source of Funds: Budget, Caldwell Career Education Fund

Materials $ 783.00, Transportation $ 1247.00

Equipment $ 300.00, Services $ 714.00

TOTAL $ 3044.00

IV. Attest:

Jack B. Pennell
(Principal)

Sept 10, 73
(Date)

(Superintendent)

(Advisory Board Chairman)

(Career Education Director)

WEST LENOIR SCHOOL

Product Goals and Objectives

I. To increase awareness of the world of work
1.1, 1.2, 1.3

II. 2.1, 2.2, 2.3, 2.4

III. 3.1, 3.3

IV. 4.1, 4.2

VI. 6.1, 6.2, 6.3, 6.4

VII. 7.1, 7.2, 7.3, 7.4

VIII. 8.1

IX. 9.1, 9.2

PROCESS GOALS AND OBJECTIVES

I. 1.1, 1.3, 1.4, 1.6

II. 2.1, 2.2

III. 3.1, 3.3

IV. 4.1, 4.3

V. 5.2, 5.4, 5.5

VI. 6.1, 6.3

VIII. 8.1, 8.2

IX. 9.1

X. 10.2

XI. 11.1, 11.2

Methods and Techniques

I. Career Awareness

A. All teachers, a guidance counselor and a guidance aide will be involved

B. We will continue to infuse career education into every classroom. Each teacher will be responsible for making students aware of career opportunities

C. Each teacher will use at least three community resource people relative to the world of work

D. Each teacher will plan at least three field trips relative to the world of work for his class or small groups in his class

E. We will continue to add materials and equipment to help children become aware of the world of work

II. Guidance

The guidance counselor and guidance aide will continue to work with students in small groups to develop career interests and to enhance awareness of self.

The guidance counselor and aide will work with teachers in methods and techniques of guidance in the classroom so that there will be a continuance of the guidance program after the completion of the project.

DATE

We shall begin the program September 18 and continue through May, 1974.

Expenditures

I. Materials

A.	Film and flash cubes for cameras	$500.00
B.	Filmstrips	100.00
C.	Miscellaneous (kits, games, etc.)	400.00

II. Transportation

A. Teacher transportation to visit other schools or industries

17 teachers, 3400 miles @ 11¢ permile

$374.00

B. Pupil transportation for field trips

100 field trips, 1800 miles @ 10¢ per mile

plus cost of drivers $2.75 per hour $1,100.00

III. Equipment

A. 8 mm. camera $ 111.30

B. 8mm. projector 160.00

IV. Services

One substitute teacher per teacher to allow for teacher visitation.

17 teachers @ $20.00 per day $680.00

Evaluation

I. Teachers will meet monthly to evaluate progress of career education in our school for an internal evaluation

II. External evaluation will be conducted by a third party

Local Support

I. The facilities, equipment, building and grounds will be utilized

II. The time of our local faculty and staff will constitute an in-kind support

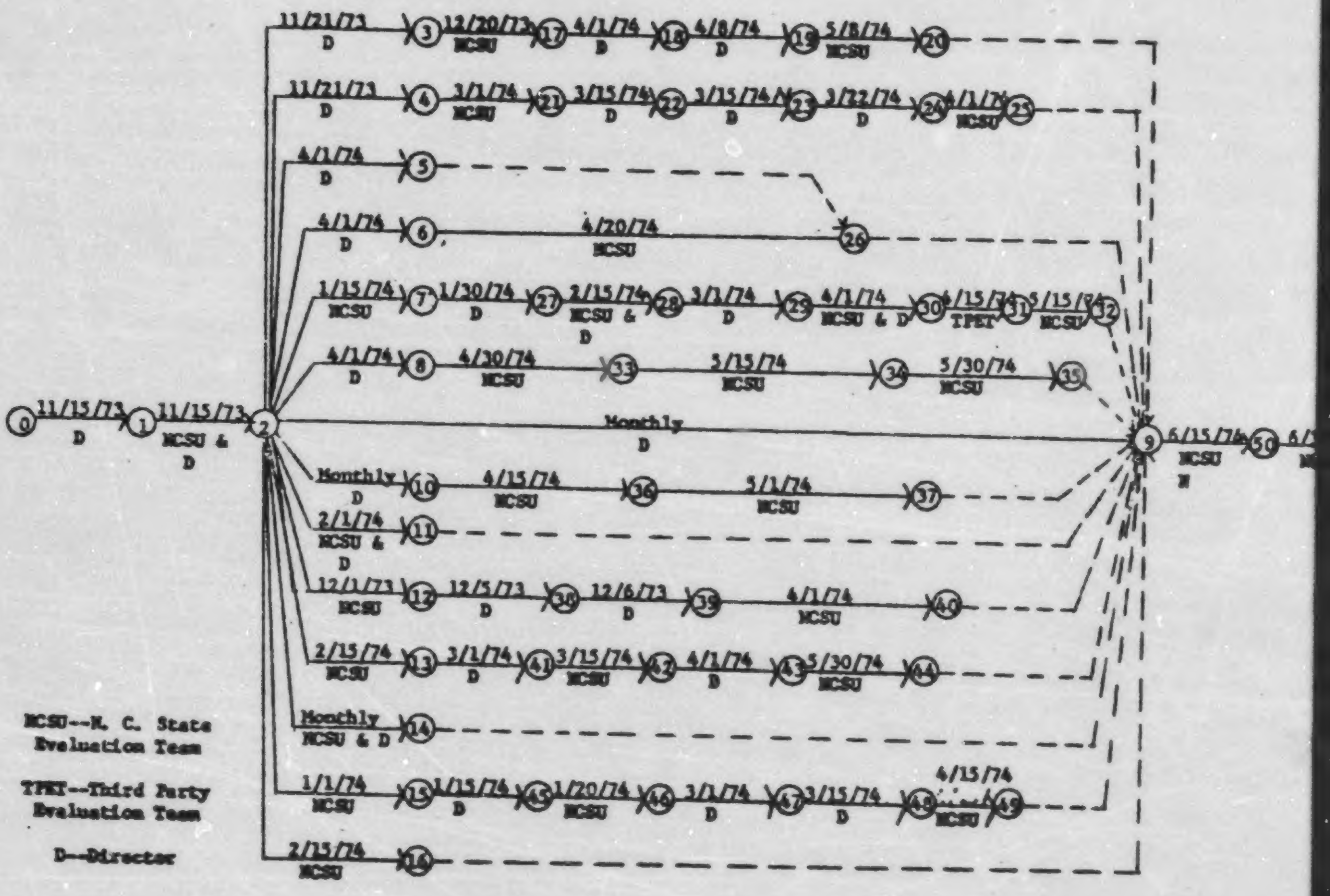
III. Local community agencies and/or services will be utilized to bring the community to the school and to take the schools to the community

IV. Plans for continuation

A. We plan to continue using the Career Education approach as an integrated part of our school curriculum

B. Requests for local funds to support the type activities provided by this proposal will be sought

APPENDIX C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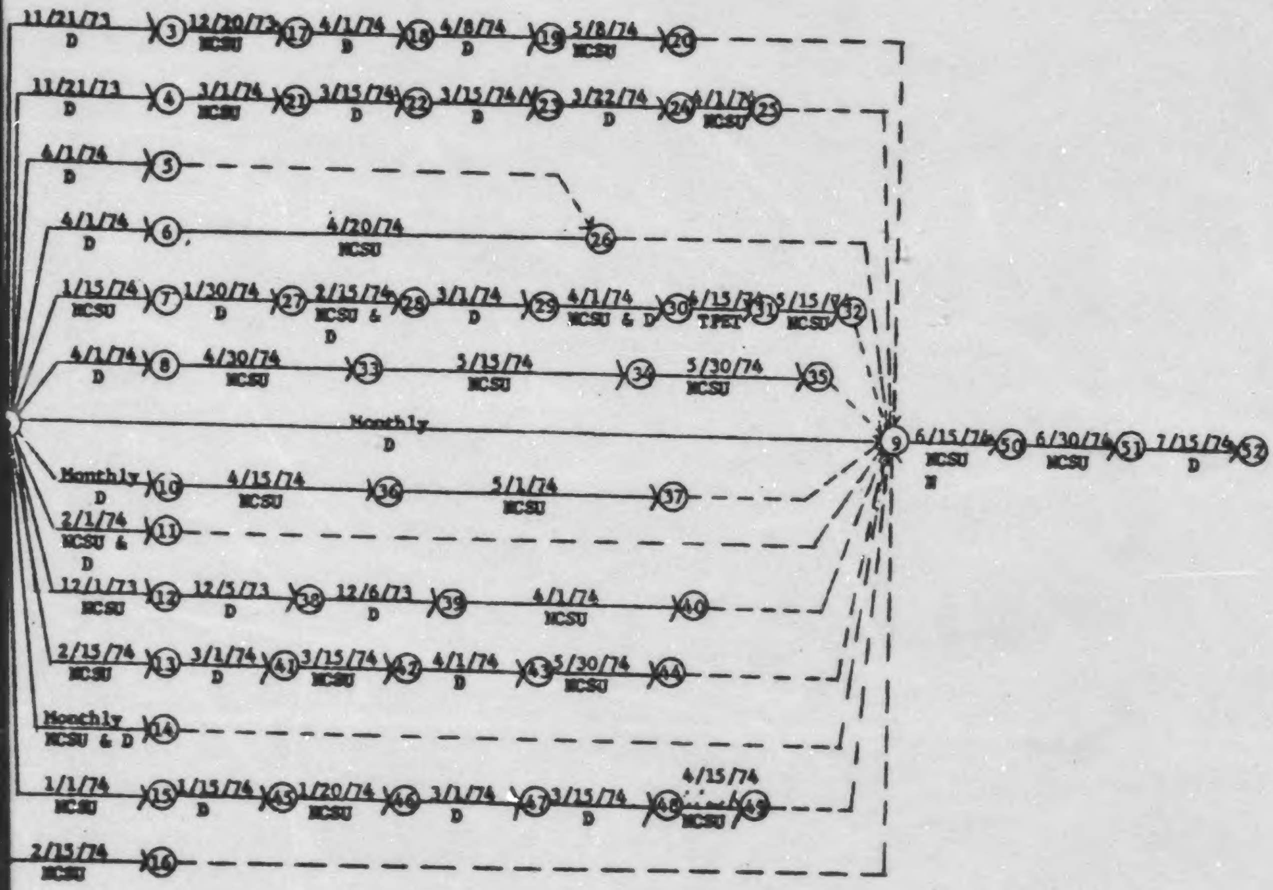
NCSU--N. C. State Evaluation Team
TPET--Third Party Evaluation Team
D--Director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2/15/74 NCSU 13 3/1/74 D 41 3/15/74 NCSU 42 4/1/74 D 43 5/30/74 NCSU 44
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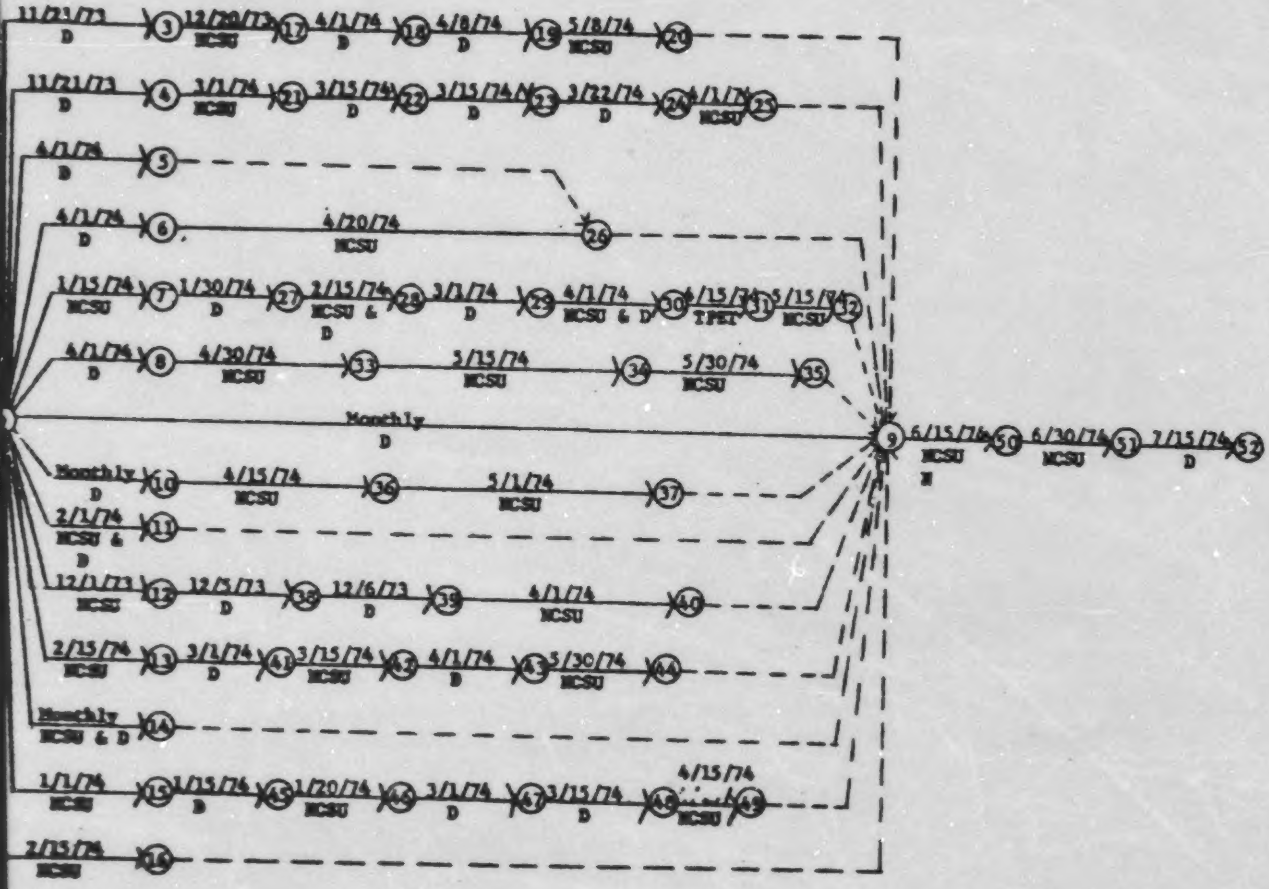
2/15/74 NCSU 16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EVENT IDENTIFICATION

0. Furnishing a list of all teachers and principals to the NCSU team started.

1. Furnishing a list of all teachers and principals to the NCSU team completed.

2. Developing a time schedule agreeable to both parties completed.

3. Furnishing a list of students in the Caldwell Project by grade levels to the NCSU team completed.

4. Providing a project budget to the NCSU team completed.

5. Providing sample packaged curricula materials and indicating where used to the NCSU team completed.

6. Documenting the transportable elements related to the State Advisory Board, the night school program, the advisor-advisee workshop for community college personnel, etc. and making available to the NCSU team completed.

7. Developing a checklist for the third-party evaluation team to determine the extent that the 1972-73 evaluation recommendations were implemented completed.

8. Providing the documentation of transportable components to the NCSU team completed.

9. Making available all publications, copies of communications and logs of visitors to the NCSU team on a monthly basis completed.

10. Furnishing a log of field trips and resource persons utilized in the project on a monthly basis completed.

11. Establishing a procedure for orientation of individuals in the evaluation completed.

12. Developing a questionnaire to be completed by all visitors to determine the extent of external dissemination and diffusion of project information completed.

13. Developing a short survey instrument for determining internal dissemination and diffusion of project information completed.

14. Meeting monthly for joint planning and evaluation of progress completed.

15. Reducing the size of the teacher questionnaire to include only those things related to the Career Education Project completed.

16. Furnishing a mid-term progress report on the evaluation completed.

17. Selecting a random sample of students by grade level completed.

18. Administering performance test to a random sample of students by grade level completed.

19. Delivering student performance tests to the NCSU team completed.

20. Analyzing student performance tests completed.

21. Developing a principals' questionnaire completed.

22. Requesting principals to respond to a questionnaire indicating all new projects started during the year completed.

23. Approving the principals' questionnaire completed.

24. Mailing the completed principals' questionnaires to the NCSU team completed.

25. Analyzing the principals' questionnaires completed.

26. Analyzing documentation of transportable elements related to the State Advisory Board, the night school program, the advisor-advisee workshop for community college personnel, etc. and the extent to which Career Education materials have been developed and utilized completed.

27. Approving recommendations completed.

28. Selecting three members of the third-party evaluation team completed.

29. Making the necessary arrangements for the on-site evaluation team completed.

30. Orienting the third-party evaluation team completed.

31. Determining the extent to which the 1972-73 evaluation report's recommendations were implemented completed.

32. Analyzing data to determine the extent to which recommendations were implemented completed.

33. Selecting a number of educators to judge the transportability of each component completed.

34. Obtaining judgments of N. C. public school educators, including those who visited the project, completed.

35. Analyzing data on documentation of transportable elements completed.

36. Determining the extent to which community resources have been utilized completed.

37. Analyzing data on the use of community resources completed.

38. Approving the questionnaire to be completed by all visitors completed.

39. Administering the instrument to visitors to determine external dissemination and diffusion of project information completed.

40. Analyzing visitor data completed.

41. Approving the survey instrument completed.

42. Selecting a random sample of teachers in Lenoir City and Caldwell County to determine the extent of internal dissemination and diffusion of project information completed.

43. Administering the instrument to determine the extent of internal dissemination and diffusion of project information completed.

44. Analyzing data to determine the extent of internal dissemination and diffusion of project information completed.

45. Approving the revised teacher questionnaire completed.

46. Selecting a random sample of teachers for taking the opinionnaire completed.

47. Administering the teacher opinionnaire completed.

48. Delivering the completed teacher opinionnaire to the NCSU team completed.

49. Analyzing the teacher opinionnaire completed.

50. Preparing the overall evaluation report completed.

51. Furnishing sets of the final report to the project director completed.

52. Reproducing and distributing the final evaluation report completed.

WORK PLAN

EVENT		ACTIVITY DESCRIPTION	PARTY OR P PARTIES RESPONSIBLE FOR ACTIVITY	ESTD COMPL DATE
PREDECESSOR	SUCCESSOR			Mo.
0	1	Furnishing a list of all teachers and principals to the NCSU team	Director	11
1	2	Developing a time schedule agreeable to both parties	NCSU & Director	11
2	3	Furuishing the NCSU team a list of students in the Caldwell Project by grade levels	Director	11
2	4	Providing a project budget to the NCSU team	Director	11
2	5	Providing sample packaged curricula materials and indicating where used to the NCSU team	Director	4
2	6	Documenting the transportable elements related to the State Advisory Board, the night school program, the advisor-advisee workshop for community college personnel, etc., and making available to the NCSU team	Director	4
2	7	Developing a checklist for the third-party evaluation team to determine the extent to which the 1972-73 evaluation recommendations were implemented	NCSU	1
2,	8	Providing the documentation of transportable components to the NCSU team	Director	4
2	9	Making available all publications, copies of communications and logs of visitors to the NCSU team	Director	*
2	10	Furnishing a log of field trips and resource persons utilized in the project	Director	*
2	11	Establishing a prodedure oor orientation of individuals in the evaluation	NCSU & Director	2
2	12	Developing a questionnaire to be completed by all visitors to determine the extent of external dissemination and diffusion of project information	NCSU	12
2	13	Developing a short survey instrument for determining internal dissemination and diffusion of project information	NCSU	2

*To be completed on a monthly basis

WORK PLAN

ACTIVITY DESCRIPTION	PARTY OR P PARTIES RESPONSIBLE FOR ACTIVITY	SCHEDULE					
		ESTIMATED COMPLETION DATE			ACTUAL COMPLETION DATE		
		Mo.	Day	Yr.	Mo.	Day	Yr.
t of all teachers and principals to the NCSU team	Director	11	15	73	11	8	73
schedule agreeable to both parties	NCSU & Director	11	15	73	11	8	73
CSU team a list of students in the Caldwell Project by grade levels	Director	11	21	73			
ect budget to the NCSU team	Director	11	21	73			
packaged curricula materials and indicating where used to the NCSU team	Director	4	1	74			
transportable elements related to the State Advisory Board, the night the advisor-advisee workshop for community college personnel, etc., ble to the NCSU team	Director	4	1	74			
klist for the third-party evaluation team to determine the extent to evaluation recommendations were implemented	NCSU	1	15	74			
mentation of transportable components to the NCSU team	Director	4	1	74			
all publications, copies of communications and logs of visitors to	Director	*	*	*			
of field trips and resource persons utilized in the project	Director	*	*	*			
odedure oor orientation of individuals in the evaluation	NCSU & Director	2	1	74			
tionnaire to be completed by all visitors to determine the extent ination and diffusion of project information	NCSU	12	1	73			
survey instrument for determining internal dissemination and ct information	NCSU	2	15	74			

on a monthly basis

WORK PLAN

EVENT		ACTIVITY DESCRIPTION	PARTY OR PARTIES RESPONSIBLE FOR ACTIVITY
PREDECESSOR	SUCCESSOR		
2	14	Meeting for joint planning and evaluation of progress	NCSU & Director
2	15	Reducing the size of the teacher questionnaire to include only those things related to the Career Education project	NCSU
2	16	Furnishing a mid-term progress report on the evaluation	NCSU
3	17	Selecting a random sample of students by grade level	NCSU
4	21	Developing a principals' questionnaire	NCSU
6	26	Analyzing documentation of transportable elements related to the State Advisory Board, the night school program, the advisor-advisee workshop for community college personnel, etc. and the extent to which Career Education materials have been developed and utilized	NCSU
7	27	Approving recommendations checklist	Director
8	33	Selecting a number of educators to judge the transportability of each component	NCSU
9	50	Preparing the overall evaluation report	NCSU
10	36	Determining the extent to which community resources have been utilized	NCSU
12	38	Approving the questionnaire to be completed by all visitors	Director
13	41	Approving the survey instrument	Director
15	45	Approving the revised teacher questionnaire	Director
17	18	Administering performance test to a random sample of students by grade level	Director
18	19	Delivering student performance tests to the NCSU team (* On a monthly basis)	Director

WORK PLAN

ACTIVITY DESCRIPTION	PARTY OR PARTIES RESPONSIBLE FOR ACTIVITY	SCHEDULE					
		ESTIMATED COMPLETION DATE			ACTUAL COMPLETION DATE		
		Mo.	Day	Yr.	Mo.	Day	Yr.
int planning and evaluation of progress	NCSU & Director	*	*	*			
ise of the teacher questionnaire to include only those things related to cation project	NCSU	1	1	74			
id-term progress report on the evaluation	NCSU	2	15	74			
ndom sample of students by grade level	NCSU	12	20	73			
rincipals' questionnaire	NCSU	3	1	74			
entation of transportable elements related to the State Advisory Board, ol program, the advisor-advisee workshop for community college personnel, xtent to which Career Education materials have been developed and utilized	NCSU	4	20	74			
endations checklist	Director	1	30	74			
ber of educators to judge the transportability of each component	NCSU	4	30	74			
verall evaluation report	NCSU	6	15	74			
extent to which community resources have been utilized	NCSU	4	15	74			
uestionnaire to be completed by all visitors	Director	12	5	73			
urvey instrument	Director	3	1	74			
evised teacher questionnaire	Director	1	15	74			
erformance test to a random sample of students by grade level	Director	4	1	74			
ent performance tests to the NCSU team (* On a monthly basis)	Director	4	8	74			

WORK PLAN

EVENT		ACTIVITY DESCRIPTION	PARTY OR PARTIES RESPONSIBLE FOR ACTIVITY	ESTIMATE COMPLETIO DATE	
PREDECESSOR	SUCCESSOR			Mo.	Day
19	20	Analyzing student performance tests	NCSU	5	8
21	22	Requesting principals to respond to a questionnaire indicating all new projects started during the year	Director	3	15
22	23	Approving the principals' questionnaire	Director	3	15
23	24	Mailing the completed principals' questionnaires to the NCSU team	Director	3	22
24	25	Analyzing the principals' questionnaires	NCSU	4	1
27	28	Selecting three members of the third-party evaluation team	NCSU & Director	2	15
28	29	Making the necessary arrangements for the on-site evaluation team	Director	3	1
29	30	Orienting the third-party evaluation team	NCSU & Director	4	1
30	31	Determining the extent to which the 1972-73 evaluation report's recommendations were implemented	Third-party Evaluation Team	4	15
31	32	Analyzing data to determine the extent to which recommendations were implemented	NCSU	5	15
33	34	Obtaining judgments of N. C. public school educators, including those who have visited the project	NCSU	5	15
34	35	Analyzing data on documentation of transportable components	NCSU	5	30
36	37	Analyzing data on the use of community resources	NCSU	5	1
38	39	Administering the instrument to visitors to determine the extent of external dissemination and diffusion of project information	Director	12	6

WORK PLAN

ACTIVITY DESCRIPTION	PARTY OR PARTIES RESPONSIBLE FOR ACTIVITY	SCHEDULE					
		ESTIMATED COMPLETION DATE			ACTUAL COMPLETION DATE		
		Mo.	Day	Yr.	Mo.	Day	Yr.
nce tests	NCSU	5	8	74			
respond to a questionnaire indicating all new projects	Director	3	15	74			
questionnaire	Director	3	15	74			
ncipals' questionnaires to the NCSU team	Director	3	22	74			
questionnaires	NCSU	4	1	74			
the third-party evaluation team	NCSU & Director	2	15	74			
gements for the on-site evaluation team	Director	3	1	74			
evaluation team	NCSU & Director	4	1	74			
which the 1972-73 evaluation report's recommendations	Third-party Evaluation Team	4	15	74			
the extent to which recommendations were implemented	NCSU	5	15	74			
C. public school educators, including those who have visited	NCSU	5	15	74			
tion of transportable components	NCSU	5	30	74			
f community resources	NCSU	5	1	74			
t to visitors to determine the extent of external dissemination ct information	Director	12	6	73			

WORK PLAN

EVENT		ACTIVITY DESCRIPTION	PARTY OR PARTIES RESPONSIBLE FOR ACTIVITY	SC	
PREDECESSOR	SUCCESSOR			ESTIMATE COMPLETI DATE	
				Mo.	Day
39	40	Analyzing visitor data	NCSU	4	1
41	42	Selecting a random sample of teachers in Lenoir City and Caldwell County to determine the extent of internal dissemination and diffusion of project information	NCSU	3	15
42	43	Administering the instrument to determine the extent of internal dissemination and diffusion of project information	Director	4	1
43	44	Analyzing data to determine the extent of internal dissemination and diffusion of project information	NCSU	5	30
45	46	Selecting a random sample of teachers for taking opinionnaire	NCSU	1	20
46	47	Administering the teacher opinionnaire	Director	3	1
47	48	Delivering the completed teacher opinionnaire to the NCSU team	Director	3	15
48	49	Analyzing the teacher opinionnaire	NCSU	4	15
50	51	Furnishing mats of the final report to the project director	NCSU	6	30
51	52	Reproducing and distributing the final evaluation report	Director	7	14

WORK PLAN

ACTIVITY DESCRIPTION	PARTY OR PARTIES RESPONSIBLE FOR ACTIVITY	SCHEDULE					
		ESTIMATED COMPLETION DATE			ACTUAL COMPLETION DATE		
		Mo.	Day	Yr.	Mo.	Day	Yr.
sitor data	NCSU	4	1	74			
random sample of teachers in Lenoir City and Caldwell County to determine f internal dissemination and diffusion of project information	NCSU	3	15	74			
the instrument to determine the extent of internal dissemination and project information	Director	4	1	74			
s to determine the extent of internal dissemination and diffusion of mation	NCSU	5	30	74			
andom sample of teachers for taking opinionnaire	NCSU	1	20	74			
the teacher opinionnaire	Director	3	1	74			
completed teacher opinionnaire to the NCSU team	Director	3	15	74			
teacher opinionnaire	NCSU	4	15	74			
s of the final report to the project director	NCSU	6	30	74			
d distributing the final evaluation report	Director	7	14	74			

SECOND EVALUATION REPORT OF THE CALDWELL COUNTY CAREER EDUCATION PROJECT

Texton R. Miller
Walter L. Cox, Jr.

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The report presented herein was prepared pursuant to a contract with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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School of Education
North Carolina State University at Raleigh

1974

Project No. 93855

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INTRODUCTION

This is a report of the second third-party evaluation of the Caldwell Career Education Project. The first evaluation was concluded in the spring of 1973 and represented a comprehensive treatment of the overall project. In comparison, this report is greatly condensed in terms of the project background. Persons seeking additional background on the project should refer to the 1973 report.

The primary purposes of this second evaluation were: (1) to determine the extent to which the recommendations made in the 1973 report were implemented, and (2) to provide a comparison of the second year results with those obtained in the first year of the project.

PROJECT GOALS AND OBJECTIVES

The official title of the Caldwell Career Education project was "The Demonstration, Evaluation and Diffusion of a Model for a Comprehensive K-14 Career Education Program in North Carolina." The primary purpose of the project was to establish a model comprehensive career education program in Caldwell County. One of the elements of the project was to field test and evaluate each component and its delivery system. These components were known as: (a) career awareness; (b) career information; (c) career exploration; (d) career preparation; (e) career specialization; (f) career guidance and counseling; and (g) career information, placement and follow-up. In consideration of the above guidelines, a test of major objectives for the 1974 evaluation project was proposed by the project director. They were the following:

1. To determine the extent to which newly identified processes and/or products in each of the components were transportable, provided that the necessary documentation and packaging for transporting were developed and made available to the North Carolina State University evaluation team.
2. To determine the extent to which the recommendations of the 1972-73 evaluation had been implemented.
3. To determine the extent to which internal and external dissemination and diffusion of project information had been accomplished.
4. To determine the extent to which career education materials had been developed and utilized.

5. To determine the extent to which community resources had been utilized.
6. To compare (within the limitations imposed by the program structure of Caldwell County and available instruments) student performance (for each component) with student performance of 1973-74 for the original six program schools.
7. To compare teacher opinions with those of 1972-73 (six schools).

EVALUATION PROCEDURES

The evaluation procedures used by the North Carolina State University team were established in the evaluation proposal submitted and approved by the Caldwell Career Education staff. The procedures consisted of both joint and individual responsibilities of the project staff and NCSU team director.

Joint Responsibilities

The Caldwell Career Education project director and the NCSU evaluation director were jointly responsible for the following activities:

1. Developing a time schedule agreeable to both parties by November 15, 1973.
2. Meeting monthly for joint planning and evaluation of progress.
3. Establishing an orientation for the evaluation process.

Individual Responsibilities

The NCSU team was responsible for the following activities:

1. Developing any new instruments to be used in the evaluation by NCSU team. Those related to transportability, 1973 recommendations, internal and external dissemination and diffusion, and community resources were to be administered by the third-party evaluation team.
2. Compiling and analyzing data from survey instruments administered by the project staff and other members of the evaluation team.
3. Developing a form to determine the extent to which the recommendations contained in the first year's evaluation report had been implemented.

4. Preparing an overall evaluation report based on an analysis of data from survey instruments, from on-site evaluation team reports, and comparison of instrument data from the findings of the first and second evaluation periods of the project.
5. Furnishing mats of the final report to the project staff.
6. Furnishing a mid-term report on evaluation process.

The Caldwell Career Education project director was responsible for the following activities:

1. Reproducing appropriate evaluation instruments to be used in the evaluation.
2. Approving all new instruments.
3. Orienting the third-party evaluation team.
4. Administering all data collection instruments and delivering the completed ones to North Carolina State University (unless otherwise specified).
5. Furnishing a list of all teachers and principals in Caldwell-City-County schools to the NCSU team.
6. Making necessary arrangements for the on-site evaluation.
7. Reproducing and distributing the final evaluation report, including a minimum of ten copies to North Carolina State University.
8. Providing a listing of all project budget allocations by schools.

New Instruments

A major purpose of the second evaluation of the project was to determine the extent to which recommendations found in the first evaluation were implemented. An instrument was constructed using the list of 1973 recommendations and a four point scale attached (See Appendix A). Separate instruments were developed for each of six project components.

For the process evaluation and for the student "product" evaluation, it was necessary to use the 1973 instruments in order to satisfy the requirement of a comparison study.

Other new instruments developed included: (1) The survey for N. C. administrators beyond the county to help determine transportability of the model (See Appendix C) and (2) the report forms developed by the Caldwell staff as a measure of satisfaction with the mini-projects.

The Evaluation Team

The following three people constituted the on-site evaluation team: Dr. Barbara Parramore, Assistant Professor, Division of Education, North Carolina State University; Dr. Joe R. Clary, Executive Director, State Advisory Council on Vocational Education, North Carolina State University; and Mr. Charles Bentley, Associate Superintendent, Wilkes County. The evaluation occurred on May 7 and 8, 1974, and consisted of visits by the team to all six of the project schools. The on-site evaluation team met as a group on May 6 to review project materials, to clarify their responsibilities, and to receive the appropriate forms for evaluating the project.

Sampling

In order to provide the most valid sampling procedure possible, the assistance of Dr. Charles Proctor, Department of Statistics, North Carolina State University was employed. Dr. Proctor recommended a procedure which minimized interruptions to classes in the high school by confining the survey to a single class hour.

The Caldwell staff furnished a list of high school classes meeting at the 10 o'clock hour and the NCSU staff made a 25 percent random sample of these classes.

The number of classes to be drawn was determined by first estimating what Dr. Proctor labeled a "gap" and then calculating an exact "gap" or number of classes to skip between the random start and succeeding drawings.

For Lenoir High School, 21 classes were grouped into 20 classes to provide more uniform class sizes and five classes were drawn totaling 111 students. A similar procedure was repeated for the Gamewell-Collettsville High School, resulting in six classes drawn and a sample of 129 students.

For the elementary and junior high school sample, the 1973 sampling procedure proved acceptable. This consisted of a 25 percent random sample drawn directly from the list of names of all students in the schools. The Caldwell staff furnished the names and the NCSU staff used a random number start for each class and drew every fourth name. A total of 340 names were drawn and constituted the potential sample, assuming all students would be present at the time of testing.

FINDINGS

This part of the report discusses the findings of the study and includes sections on: (I) Transportability of Caldwell Career Education Model; (II) Implementation of 1973 Recommendations; (III) Internal and External Diffusion and Dissemination; (IV) Process Evaluation, 1973 vs 1974; (V) Non-target Schools; and (VI) Product Evaluation, 1973 vs 1974.

I. Transportability of Caldwell Career Education Model

The transportability of the career education model was determined by sending a "model package" to a selected number of administrators at the secondary and post-secondary levels. Each administrator was requested to respond to an opinionnaire that was designed to determine the extent to which the respondent thought the career education model could be implemented in his system.

Insufficient returns of responses negate the value of tabled data. From the superintendents of public schools, three returns were received, all of which rated all items submitted as possible of implementation in their schools to a great extent or to some extent.

The three returns from seven community colleges indicated a variety of responses to particular items. All agreed that the advisor-advisee system and student orientation idea could be implemented to a very great extent and all accepted the career advancement concept and mini-course ideas to at least "some extent." Considerable doubt was expressed over the possible implementation of a computerized vocational information system and the cognitive-style mapping. (See Appendix for questionnaires for both secondary school and post-secondary levels in North Carolina.)

II. Implementation of [illegible] Recommendations

The extent to which the first year evaluation report's recommendations were implemented are discussed by component.

Component: K-6

As shown in Table 1, ten of fourteen recommendations or "observations" were implemented to at least some extent with three items received the highest ratings. Four recommendations not implemented this year were: (1) workshops to assist teachers in the development and use of teacher-made materials; (2) efforts to move teachers toward a more open approach to teaching; (3) efforts to move toward multi-age grouping for instruction in elementary school; and (4) provision of student teachers with an orientation to career education.

The recommendations implemented to a great extent were: (1) assigning career aides equally between school districts and project schools; (2) providing mini-field trips based on individual and small group interests; and (3) providing opportunities for teachers to observe career education and innovative method in other settings.

Table 1. Implementation of the 1973 Recommendations for the Caldwell Project, K-6 Component

Recommendations	Rating
1. Assign career aides equally between school districts and project schools	1
2. Provide mini-field trips based on individual and small group interests	1
3. Duplicate materials based on individual needs and interests of students	2
4. Conduct workshops to assist teachers in the development and use of teacher-made materials	4
5. The project staff should assist teachers in correlating career education in the total curriculum	2
6. Efforts should be made to move teachers toward a more open approach to teaching, especially in the kindergarten and first grade	4
7. Efforts should be made to move toward multi-age grouping for instruction in elementary schools	4
8. Place emphasis on the natural environment as a "turn-on" agent for learning	2
9. Make efforts to place students in an appropriate educational environment	2
10. Provide opportunities for interchange of ideas among teachers	2
11. Provide opportunities for teachers to observe career education and innovative methods in other settings	1
12. Provide student teachers with an orientation to career education	4
13. Teachers should consult with principals and guidance personnel for the purpose of placing each student in an appropriate educational setting*	2

Table 1. (Continued)

Recommendations	Rating
14. Infuse career education within the curriculum areas*	2

*Not recommendation, but "observation."

Ratings: To a Great Extent = 1 To Some Extent = 2
To Little Extent = To No Extent = 4

Component: 7-8

Eight recommendations (or parts thereof) were included in the 1973 evaluation report for the 7-8 grade component. Table 2 indicates that only one recommendation was implemented to a great extent. However, four recommendations were implemented to some extent. Those that were not implemented were: (1) providing an orientation program for all students in career education, (2) assigning a full-time career education program coordinator to Lenoir High School, and (3) providing in-service programs for Lenoir Junior High School staff.

Component: 9-12

Table 3 shows that two recommendations were implemented to a great extent, ten were implemented to some extent, three received a to little extent rating and two were reported as no action taken toward implementation.

The two recommendations not judged to be implemented were concerned with involving students in: (1) the career education workshop for teachers, and (2) the orientation program of the opening week of school.

Table 2. Implementation of the 1973 Recommendations for the Caldwell Project, 7-8 Component

Recommendations	Rating
1. Provide adequate line-item funds in the budget for:	
a. audio-visual equipment	1
b. equipment for the industrial arts shop	2
2. Provide time during the school day for an on-going in-service program for the total staff	2
3. Provide an orientation program for all students in career education	4
4. Assign a full-time career education program coordinator to Lenoir High School	4
5. Provide in-service programs for the Lenoir Junior High School staff	4
6. Familiarize teachers with the career education project (goals, objectives, and processes)	2
7. Familiarize teachers with the project's goals, objectives and processes*	2

*Not a recommendation.

Ratings: To a Great Extent = 1   To Some Extent = 2
To Little Extent = 3   To No Extent = 4

Table 3. Implementation of the 1973 Recommendations for the Caldwell Project, 9-12 Component

Recommendations	Rating
1. Plan and conduct summer workshops for all secondary school personnel	2
2. Cover all career education components during the summer workshop	2

Table 3. (Continued)

Recommendations	Rating
3. Use process objectives as the major forces in the workshop	2
4. Provide resource personnel to give assistance to English, Math, Social Studies, and Science teachers in a workshop setting	2
5. Include a representative group of students in a workshop setting for career education orientations	4
6. Give teachers who were not involved in the workshop an orientation program, with emphasis on process objectives, prior to the opening of school	2
7. Involve students in an orientation program during the first week of school*	4
8. Hold one-half day monthly in-service and group planning sessions in each project school	3
9. Project staff should:	
a. coordinate the purchase of materials and books with teachers	1
b. assist teachers in learning how to make effective use of materials	2
10. Provide a budget for substitute teachers and travel monies for project teachers to plan and visit other schools in and out of the state	1
11. Purchase slide projectors, sound filmstrip projectors, cameras, record players, and tape players for use in the secondary component	2
12. Assist teachers in developing materials that are subject-centered and career-oriented	2
13. Undertake experimentation with staffing patterns, organization, curriculum and innovative learning activities	2

Table 3. (Continued)

Recommendations	Rating
14. Make provisions for visitations (at least one day every two weeks) by groups from other schools within the county and state, from other states, from the State Department of Public Instruction and from other institutions as part of the dissemination program	3
15. Make provisions for a special room for viewing films, filmstrips, etc. by individuals and small groups	2
16. Teachers should develop teacher-made materials	3

*Not a recommendation.

Ratings: To a Great Extent = 1 To Some Extent = 2
To Little Extent = 3 To No Extent = 4

Component: Post-Secondary

The Caldwell Community College and Technical Institute constituted the post-secondary component; the night high school program was not included.

Table 4 indicates that of the 16 recommendations that were assessed twelve were awarded the highest ratings and only one recommendation was not implemented. The two recommendations receiving a low rating were: (1) the identifications of the goals of the community college and technical institute in relation to the career education project, and (2) the development of adequate plans for a career education dissemination conference for high school students.

Table 4. Implementation of the 1973 Recommendations for the Caldwell Project, Post-Secondary Component

Recommendations	Rating
1. Provide an adequate program of self-appraisal opportunities for all students	1
2. Provide an adequate program of skill-training for all students	2
3. Provide an adequate entrance evaluation and placement program for all students	1
4. Provide adequate time for the career education coordinator to perform his duties	1
5. Provide an adequate program of communication about post-secondary career education to:	
a. lay persons in the community	1
b. the total project staff	1
c. public school personnel	2
6. Conduct a study to determine the needs of the student body	1
7. Make acceptable use of student needs as a basis for planning the career education program	1
8. Concentrate on the early school leaver	2
9. Write clear-cut evidence of the influence of the career education project upon the institution's overall goals and objectives	1
10. Identify specific additional new ways or patterns for tying the secondary and post-secondary components closely together	1
11. Substantiate the most crucial areas of activity receiving most attention under the present circumstances of time and resources	1
12. Develop and disseminate both "funded and nonfunded" activities of a career education model	1

Table 4. (Continued)

Recommendations	Rating
13. Indicate in writing where the institution wants to go as a result of the career education project	3
14. Develop adequate plans for skill training as an integral part of the night school programs	4
15. Develop adequate plans for a 2-3 day high school dissemination conference on: Career Education: What and How at the Post-Secondary Level	3
16. Study the needs of the present student body to be used as a basis for current planning*	1

*Not a recommendation.

Ratings: To a Great Extent = 1   To Some Extent = 2
To Little Extent = 3   To No Extent = 4

Component: Administration

The 1973 Caldwell report recommended nine items to be implemented by the administrative personnel. Table 5 reveals that all items had been given some attention with two described as implemented to a great extent. Those items receiving the highest rating were: (1) a major effort has been made by the project staff to develop a transportable career education model and (2) the central office staff's commitment toward the continuation of the Career Education project without external funds. Those areas receiving the lowest rating, to a little extent, were: (1) the advisory committees being task-oriented as compared to being policy or leadership oriented; (2) plans for internal evaluation; and (3) plans for facilitating articulation among grade levels, between schools, between school systems and the community colleges.

Table 5. Implementation of the 1973 Recommendations for the Caldwell Project, Administrative Component

Recommendations	Rating
1. The project staff should put a major effort toward developing a transportable career education model	1
2. Indicate intention concerning career education without external funds	1
3. Develop a transportable model of career education*	2
4. Advisory committees should be task-oriented	3
5. Develop a plan for internal evaluation*	3
6. Develop a plan for facilitating articulation among grade levels, between schools, between school systems and the community colleges	3
7. Articulation should be between and among administrative units and schools in the project*	2
8. Infuse the project staff into the normal organization structure*	2
9. There should be an optimistic, supportive and healthy relationship between the project staff and school administrative personnel*	2

*Not a recommendation, but is treated so in this report.

Ratings: To a Great Extent = 1 To Some Extent = 2
To Little Extent = 3 To No Extent = 4

Component: General Overview

Fourteen items were checked by the evaluation team in making a general overview of the career education project. Table 7 indicates that three recommendations were not implemented, one was implemented to a little extent, eight were implemented to some extent and two were implemented to a great extent.

Those recommendations that were not implemented were: (1) providing summer workshops for career education personnel, (2) providing in-service workshops for career education personnel, and (3) using more advisory committees.

Table 7 also shows that the project staff was, to a great extent, assuming a staff rather than a pseudo-line responsibility for the installation of the career education program and making the principal the primary agent responsible for the program, and developing an adequate process documentation and monitoring system.

Component: Overall Recommendations

Table 8 indicates the extent to which the overall recommendations were implemented. An analysis of the data reveals that two recommendations were implemented to a great extent and three were implemented to some extent. Those implemented to a great extent were: (1) packaging and documenting the processes necessary for implementing a career education program, and (2) the policy board is establishing priorities for project expansion. The three having ratings of to some extent were: (1) developing a transportable career education model for North Carolina, (2) developing a career education program in Caldwell County and Lenoir City public schools, and (3) documenting guidance activities and determining their transportability.

Table 7. Implementation of the 1973 Recommendations in the Caldwell Project, General Overview Component

Recommendations	Rating
1. Provide more summer workshops for career education personnel	4
2. Provide more in-service workshops for career education personnel	4
3. Staff members should provide more orientation programs	2
4. Provide students with more orientation programs	2
5. Use more advisory committees	4
6. Use more newsletters	2
7. Invite more small groups to visit individual schools	2
8. Open all lines of communication to the staff	2
9. All members of the central staff, including the Superintendent of both school systems, should accept the responsibility for the installation, monitoring and support of desired career education activities	2
10. The project staff should assume a staff rather than a psuedo-line responsibility for the installation of the career education program and making the principal the primary agent responsible for the program	1
11. Develop adequate job descriptions and staffing patterns	2
12. Develop adequate process documentation and monitoring system	1
13. Operate both school systems at the same level of involvement in career education	3

Table 7. (Continued)

Recommendations	Rating
14. Involve selected consultants in the rethinking of the conceptualization of the career education project	2

Ratings: To a Great Extent = 1 To Some Extent = 2
To Little Extent = 3 To No Extent = 4

Table 8. Implementation of the 1973 Recommendations in the Caldwell Project, Overall Component

Recommendations	Rating
1. Develop a transportable career education model for North Carolina	2
2. Develop a career education program in Caldwell County and Lenoir City public schools	2
3. Document and package the processes for implementing a career education program	1
4. Document guidance activities and determine if they are transportable	2
5. The policy board should establish priorities for project expansion	1

Ratings: To a Great Extent = 1 To Some Extent = 2
To Little Extent = 3 To No Extent = 4

III. Internal and External Diffusion and Dissemination of Project Information

An assessment of the internal diffusion and dissemination of project information was accomplished by administering an instrument to teachers in the target schools. The results of the assessment are discussed by component.

K-6 Component

As shown in Table 9, the internal diffusion and dissemination of project information in the k-6 Component varied from a great extent to no extent on all items but one. However, the largest percentage of respondents rated their answers at the some extent level. Commercially-made materials showed the strongest response. (See items No. 2 and 13.)

Table 9. Summary of Internal Diffusion and Dissemination of Project Information, K-6 Component

Question	Percentage Response* 1	2	3	4
To What Extent:				
1. Have teacher-made career education material been provided to you by the project staff?	24%	55%	3%	17%
2. Have commercially-made career education materials been provided to you by the project staff?	45	45	7	3
3. Have teachers in your school shared their teacher-made career education materials with you?	24	48	3	24
4. Have you shared your teacher-made career education materials with other teachers in your school?	24	48	7	21
5. Have teachers from other schools in Lenoir City and Caldwell County shared their teacher-made career education materials with you?	7	52	21	21
6. Have you shared your teacher-made career education materials with other teachers in Lenoir City and Caldwell County?	10	52	17	21
7. Have teachers in your school shared their commercially-made career education materials with you?	24	55	17	3

Table 9. (Continued)

Question	Percentage Response*			
	1	2	3	4
8. Have you shared your comercially-made career education materials with teachers in your school?	24	55	17	3
9. Have you shared your commerically-made career education materials with other teachers in Lenoir City and Caldwell County?	17	48	21	14
10. Have teachers from other schools in Lenoir City and Caldwell County shared their commercially-made career education materials with you?	14	46	29	11
11. Have workshops or conferences been held to disseminate career education teaching materials or information?	15	52	22	11
12. Are you using teacher-made career education materials in your classroom?	24	58	14	3
13. Are you using commercially-made career education materials in your classroom?	41	48	10	0

*See Appendix B for supporting table of numbers.

Ratings: To a Great Extent = 1   To Some Extent = 2
To Little Extent = 3   To No Extent = 4

7-9 Component

For the 7-8 Component, Table 10 indicates that 53 and 60 percent of teachers responding to the questionnaire rated questions 3 and 12 at the highest level. Question 12, using teacher-made materials in the classroom, did not receive any rating lower than the category to some extent. Those questions showing the highest percentage of low ratings were questions 5, 6, 9, and 10.

Table 10. Internal Diffusion and Dissemination of Project Information, 7-9 Component, Part I

Question	Percentage Response*			
	1	2	3	4
To what extent:				
1. Have teacher-made career education materials been provided to you by the project staff?	27%	47%	13%	13%
2. Have commercially-made career education materials been provided to you by the project staff?	33	47	13	7
3. Have teachers in your school shared their teacher-made career education materials with you?	53	20	20	7
4. Have you shared your teacher-made career education materials with other teachers in your school?	27	60	7	7
5. Have teachers from other schools in Lenoir City and Caldwell County shared their teacher-made career education materials with you?	33	27	13	27
6. Have you shared your teacher-made career education materials with other teachers in Lenoir City and Caldwell County?	27	33	13	27
7. Have teachers in your school shared their commercially-made career education materials with you?	40	40	20	0
8. Have you shared your comercially-made career education materials with teachers in your school?	40	53	7	0
9. Have you shared your comercially-made career education materials with other teachers in Lenoir City and Caldwell County?	27	20	27	27

Table 10. (Continued)

Question	Percentage Response* 1	2	3	4
10. Have teachers from other schools in Lenoir City and Caldwell County shared their commercially-made career education materials with you?	20	40	13	27
11. Have workshops been held to disseminate career education teaching materials or information?	38	38	15	8
12. Are you using teacher-made career education materials in your classroom?	60	40	0	0
13. Are you using commercially-made career education teaching materials in your classroom?	33	53	13	0

*See Appendix B for supporting table of numbers.

Ratings: 1. To a great extent
2. To some extent
3. To little extent
4. To no extent

10-12 Component

Table 11 reveals that providing commercially-made career education materials by the project staff and using commercially-made career education teaching materials in classrooms received a to a great extent rating by 56 and 50 percent respectively of those teachers responding to the questionnaire. When combining the percentages of the two highest possible ratings, approximately three-fourths of the total responses are included within these categories. It should also be noted that the highest percent of no extent ratings were questions 5 and 6.

Table 11. Internal Diffusion and Dissemination of Project Information, 10-12 Component, Part I

Question	Percentage Response* 1	2	3	4
To what extent:				
1. Have teacher-made education materials been provided to you by the project staff?	33	50	11	6
2. Have commercially-made career education materials been provided to you by the project staff?	56	17	22	6
3. Have teachers in your school shared their teacher-made career education materials with you?	35	41	18	6
4. Have you shared your teacher-made career education materials with other teachers in your school?	29	35	29	6
5. Have teachers from other schools in Lenoir City and Caldwell County shared their teacher-made career education materials with you?	6	59	18	18
6. Have you shared your teacher-made career education materials with other teachers in Lenoir City and Caldwell County?	12	53	18	18
7. Have teachers in your school shared their commercially-made career education materials with you?	39	44	17	0
8. Have you shared your commercially-made career education materials with teachers in your school?	41	35	12	12
9. Have you shared your commercially-made career education materials with other teachers in Lenoir City and Caldwell County?	12	41	41	6

Table 11. (Continued)

Question	Percentage Response* 1	2	3	4
10. Have teachers from other schools in Lenoir City and Caldwell County shared their commercially-made career education materials with you?	6	53	35	6
11. Have workshops been held to disseminate career education materials or information?	28	61	6	6
12. Are you using teacher-made career education materials in your classroom?	35	41	18	6
13. Are you using commercially-made career education teaching materials in your classroom?	50	28	11	11

*See Appendix B for supporting table of numbers.

Ratings: 1 = To a great extent
2 = To some extent
3 = To little extent
4 = To no extent

IV. Process Evaluation, 1973 vs 1974

Introduction

One phase of the second year evaluation of the Caldwell Career Education project was to make a comparative study of the project. This required utilization of the same evaluation instruments used in the 1973 evaluation. Therefore, comparisons were made of the 1973 K-6 component, 7-9 component, 10-12 component, post-secondary component, overall administration, night school program, and general overview. This part of the study indicates the results of those comparisons.

K-6 Component

A. Project Staff (K-6). Table 12, section A indicates that the project staff was rated higher during the 1974 evaluation on assisting administrators and faculty in: (1) identifying community resource persons and (2) identifying a group of organizations suitable for field trips. Those areas receiving lower ratings were: (1) providing all project teachers with at least 60 hours of staff development per year stressing the infusion of career education into the curriculum, (2) assisting classroom teachers in the development of teacher-made materials, (3) assisting teachers in developing method of infusing the career concept in the curriculum, (4) establishing advisory committees, (5) providing teachers with at least 16 hours of staff development for developing skill in enhancing students' self-concepts, and (6) assisting teachers in identifying individual needs of students. No change was indicated in providing and disseminating materials for use in classrooms, libraries, and guidance offices.

B. Teachers (K-6). Table 12, section B shows that teachers received higher ratings for their career education efforts in 1974 over 1973 on all items having less than a four point rating in 1973. They developed more materials, provided students with more industry-produced materials, shared more ideas, correlated more curricular activities, scheduled more resource persons, consulted more with principals and guidance personnel for the purpose of placing students in appropriate educational settings, employed more daily activities for building problem-solving and decision-making skills, provided more opportunities for students to evaluate individual or group behavior patterns, and increased the utilization of methods and techniques for enhancing student self-concept.

C. Guidance Personnel (K-6). Table 12, section C reveals that guidance personnel received higher ratings in the 1974 evaluation on: (1) arranging on-site observations for students, (2) providing referral services for students, (3) meeting with teachers to correlate guidance and classroom activities and (4) consulting with principals and teachers for placing students in appropriate educational settings. Those areas receiving lower ratings were: (1) meeting with students in small groups, clusters, and/or individually; (2) individual and group follow-up of guidance activities; and (3) providing inservice training for all classroom teachers on the application of developmental guidance.

D. Students (K-6). Table 12, section D shows that decidedly improved ratings were awarded to all items related to students. Field trips had been continued to a somewhat greater extent, problem solving activities increased and exposure to art form increased.

E. Principals (K-6). Table 12, section E indicates that there was a definite improvement in principals over 1973 in consulting with teachers and guidance personnel for the purpose of placing each student in an appropriate educational setting.

F. Librarian/Guidance Resource Specialists (K-6). Table 12, section F reveals that in 1974 librarian/guidance resource specialists collected more materials for each teacher for use in a specific unit of study.

G. The School Administration and Faculty (K-6). Table 12, section G indicates that the administration and faculty identified more resource persons and organizations suitable for field trips than was reported in 1973.

Table 12. Comparisons of the 1973 and 1974 Process Evaluation Ratings of the K-6 Component.

Item	Rating 1973	Rating 1974	Change
A. The extent to which the project staff (K-6) has:			
1. Provided and disseminated materials for use in classrooms, libraries, and guidance offices.	4	4	-
2. Provided all project teachers with at least 60 hours of staff development per year stressing the infusion of career education into the curriculum.	4	0	-4
3. Assisted classroom teachers, when requested, in the development of teacher-made materials.	4	3	-1
4. Assisted the school's administration and faculty in identifying community resource persons.	3.5	4	+ .5
5. Assisted teachers, when requested, in developing methods of infusing the career concept in the curriculum.	4	3.5	- .5
6. Established an advisory committee representing business, industry, the professions, parents, and the community at large for grades K-6.	3.5	0	-3.5
7. Assisted the school's administration and faculty in identifying a group of organizations suitable for field trips.	3.5	4	+ .5
8. Provided teachers with at least 16 hours of staff development for the purpose of developing skills for enhancing students' self concepts.	4	2.5	-1.5

Table 12. (Continued)

	Item	Rating		
		1973	1974	Change
9.	Assisted teachers in identifying the individual needs of students.	4	3	-1
B.	The extent to which teachers (K-6) have:			
1.	Developed teacher-made materials.	2.5	3.5	+1
2.	Provided students with appropriate industry-produced resource materials.	2	2.5	+ .5
3.	Visited two local industries per year.	4	4	-
4.	Engaged in monthly meetings for reviewing and sharing ideas.	2.5	3.5	+1
5.	Met at least monthly in groups to correlate curricular activities.	2.5	3.5	+1
6.	Met at least four times per year with counselors to correlate guidance and classroom activities.	4	4	-
7.	Scheduled at least three resource persons per year.	3.75	4	+ .25
8.	Consulted with principals and guidance personnel for the purpose of placing each student in an appropriate educational setting.	.5	3	+2.5
9.	Employed activities daily which build problem-solving and decision-making skills.	2	3.5	+1.5
10.	Provided students opportunities to evaluate individual or group behavior patterns.	2	3.5	+1.5
11.	Demonstrated an increase in utilization of methods and techniques which enhance student self-concept.	2.5	3.5	+1
12.	Provided students with daily opportunities to observe the beauty of their world.	2	3.5	+1.5

Table 12. (Continued)

Item	Rating 1973	1974	Change
C. The extent to which guidance personnel (K-6) have:			
1. Met with all students in small groups, clusters, and/or individually.	4	3	-1
2. Arranged for on-site observations for students in grade 6 who expressed specific job interests.	0	3	+3
3. Held individual and/or group follow-ups of guidance activities.	4	3	-1
4. Provided referral services for students as needed.	2.5	3	+ .5
5. Provided in-service training for all classroom teachers on the classroom application of developmental guidance.	3	2.5	- .5
6. Met at least four times per year with teachers to correlate guidance and classroom activities.	3.25	3.5	+ .25
7. Consulted with principals and teachers for the purpose of placing each student in the appropriate educational setting.	0	3	+3
D. The extent to which students (K-6) have:			
1. Participated in at least three career-oriented field trips per year.	3.25	4	+ .75
2. Engaged in daily activities designed to build problem-solving and decision-making skills.	1.75	3.5	+1.75
3. Been exposed daily to at least one art form.	1.25	3.5	+2.25

Table 12. (Continued)

Item	Rating 1973	1974	Change
E. The extent to which principals have:			
1. Consulted with teachers and guidance personnel for the purpose of placing each student in an appropriate educational setting.	.5	3	+2.5
F. The extent to which librarian and/or guidance resource specialists have:			
1. Collected materials for each teacher who requested materials for use in a specific unit of study.	2.5	3.5	+1
G. The extent to which the school administration and faculty have:			
1. Identified community resource persons.	2.5	4	+1.5
2. Identified organizations suitable for field trips.	3.5	4	- .5

Ratings: 4 - 0, highest to lowest.

7-8 Component

The composition of the 7-9 component was changed from 1973 and consisted of only two units: Gamewell Jr. High, grades 7 and 8; and Lenoir Jr. High School.

A. Project Staff (7-8). Table 13, section A indicates that of the nine items assessed by the evaluation team, five showed a decline in the level of activity, three remained the same and one revealed an increase.

Those areas showing a decline were: (1) providing and disseminating materials to be used in classrooms, libraries, and guidance offices; (2) providing project teachers with staff development training in fusion of career education into the curriculum; (3) assisting classroom teachers in the development of teacher-made materials; (4) establishing advisory committees; and (5) assisting teachers in identifying individual needs of students. Providing teachers staff development training for the purpose of developing skills for enhancing students' self concepts was the one area showing an increase.

B. Teachers (7-8). Table 13, section B reveals that seven items for the 7-8 component received higher ratings and five items received lower ones. Those items receiving higher ratings were: (1) providing students with appropriate industry-produced resource materials, (2) sharing of ideas, (3) correlating curricular activities, (4) meeting with counselors to correlate guidance and classroom activities, (5) scheduling resource persons, (6) using problem-solving and decision-making skill activities, (7) providing opportunities for students to evaluate individual and group behavior. The teacher items revealing lower ratings were: (1) developing teacher-made materials, (2) visiting local industries, (3) consulting with principals and guidance personnel for placing students in appropriate educational settings, (4) utilizing methods and techniques which enhance student self-concept, and (5) providing students with an opportunity to observe the beauty of their world.

C. Guidance Personnel (7-8). Table 13, section C shows that the guidance personnel for the 7-8 component improved somewhat in the areas rated low during the first evaluation. Improvements noted were: (1) in-service training of teachers on the application of developmental guidance, (2) correlating guidance and classroom activities, and (3) consulting with principals and teachers for placing students in an appropriate educational setting. The areas that received lower rating were: (1) meeting with students in small groups, clusters and/or individually, (2) arranging for student on-site observation, (3) follow-up of guidance activities, (4) providing referral services for students, and (5) assisting students in selecting an appropriate educational or work setting.

D. Students (7-8). In Table 13, section D, the extent to which students participated in career-oriented field trips show no improvement over 1973. However, student activities designed to build problem-solving and decision-making skills improved while the activity of exposure to art forms received a lower rating.

E. Principals (7-8). Table 13, section E indicates that principals consulted with teachers and guidance personnel for the purpose of placing students in an appropriate educational setting at almost the same level as the 1973 recommendations.

F. Librarian/Guidance Resource Specialists (7-8). Table 13, section F reveals that the librarian and/or guidance resource specialists received a lower rating in the area of collecting materials for teachers to use in a specific unit of study.

G. School Administration and Faculty (7-8). Table 13, section G indicates that the school administration and faculty were rated lower in the second evaluation than the first. The items receiving lower scores were identifying community resource persons and organizations suitable for field trips.

Table 13. Comparisons of the 1973-74 Process Evaluation Ratings of the 7-8 Component

Item	Rating 1973	Rating 1974	Change
A. The extent to which the project staff (7-8) has:			
1. Provided and disseminated materials for use in classrooms, libraries, and guidance offices.	4.0	3.5	- .5
2. Provided all project teachers with at least 60 hours of staff development per year stressing the infusion of career education into the curriculum.	3.5	0	-3.5
3. Assisted classroom teachers, when requested, in the development of teacher-made materials.	4	3	-1
4. Assisted teachers, when requested, in developing methods of infusing the career concept into the curriculum.	4	4	0
5. Assisted the school's administration and faculty in identifying community resource persons.	4	4	0
6. Established an advisory committee representing business, industry, the professions, parents, and the community at large for grades 7-8.	4	0	-4

Table 13. (Continued)

Item	Rating 1973	1974	Change
7. Assisted the school's administration and faculty in identifying a group of organizations suitable for field trips.	4	4	0
8. Provided teachers with at least 16 hours of staff development for the purpose of developing skills for enhancing students' self concepts.	0	2	+2
9. Assisted teachers in identifying the individual needs of students.	4	2.5	-1.5
B. The extent to which 7-8 teachers have:			
1. Developed teacher-made materials.	3	2.5	- .5
2. Provided students with appropriate industry-produced resource materials.	2	3	+1
3. Visited two local industries per year.	3	2.5	- .5
4. Engaged in monthly meetings for reviewing and sharing ideas.	2	2.5	+ .5
5. Met at least monthly in groups to correlate curricular activities.	1.6	2.5	+1.9
6. Met at least four times per year with counselors to correlate guidance and classroom activities.	2	2.5	+ .5
7. Scheduled at least three resource persons per year.	2.5	3.5	+1
8. Consulted with principals and guidance personnel for the purpose of placing each student in an appropriate educational setting.	3.8	2	-1.8

Table 13. (Continued)

Item	Rating 1973	1974	Change
9. Employed activities daily which build problem-solving and decision-making skills.	3.0	3.5	+ .5
10. Provided students opportunities to evaluate individual or group behavior patterns.	3.0	3.5	+ .5
11. Demonstrated an increase in utilization of methods and techniques which enhance student self-concept.	3.5	3.0	- .5
12. Provided students with daily opportunities to observe the beauty of their world.	3.0	2.5	- .5
C. The extent to which 7-8 guidance personnel have:			
1. Met with all students in small groups, clusters, and/or individually.	4.0	3.5	- .5
2. Arranged for on-site observations for students who expressed specific job interests.	4.0	3.0	-1.0
3. Held individual and/or group follow-up of guidance activities.	4.0	3.5	- .5
4. Provided referral services for students as needed.	4.0	3.0	-1.0
5. Provided in-service training for all classroom teachers on the classroom application of developmental guidance.	.3	1.5	+1.2
6. Met at least four times per year with teachers to correlate guidance and classroom activities.	.5	2.5	+2.0

Table 13. (Continued)

Item	Rating		
	1973	1974	Change
7. Consulted with principals and teachers for the purpose of placing each student in the appropriate educational setting.	.5	2.0	+1.5
8. Assisted each student, through continual monitoring, in selecting an appropriate educational or work setting.	2.8	2.5	- .3
D. The extent to which students (7-8) have:			
1. Participated in at least three career-oriented field trips per year.	2.5	2.5	0
2. Engaged in daily activities designed to build problem-solving and decision-making skills.	2.4	3.5	+1.1
3. Been exposed daily to at least one art form.	3.8	2.5	-1.3
E. The extent to which principals (7-8) have:			
1. Consulted with teachers and guidance personnel for the purpose of placing each student in an appropriate educational setting.	2.6	2.5	- .1
F. The extent to which librarian and/or guidance resource specialists (7-8) have:			
1. Collected materials for each teacher who requested materials for use in a specific unit of study.	4.0	2.5	-1.5

Table 13. (Continued)

Item	Rating 1973	1974	Change
G. The extent to which school administration (7-8) and faculty have:			
1. Identified community resource persons.	4.0	3.0	-1.0
2. Identified organizations suitable for field trips.	4.0	3.0	-1.0

0 - Lowest to 4 - Highest.

10-12 Component

A. Project Staff (10-12). Table 14, Section A, indicates a slight gain in the rating of the project staff for: (1) providing and disseminating materials for use in classrooms, libraries and guidance offices; (2) assisting classroom teachers in developing teacher-made materials; (3) assisting teachers in developing methods of infusing the career concept in the curriculum; and (4) assisting the school's administration and faculty in identifying organizations suitable for field trips. Those areas indicating a slight negative change were: (1) providing teachers with staff development training for infusion of career education into the curriculum; (2) providing teachers with opportunities for developing skills for enhancing students' self-concepts; and (3) assisting teachers in identifying individual needs of students. The area indicating the greatest negative change was that of establishing an advisory committee.

B. Teachers (10-12). Table 14, Section B, shows that there was an overall slight gain in teacher efforts over the 1973 results. Teachers provided students with more materials, shared ideas more, met more in groups to correlate curricular activities, scheduled more resource persons and provided students with more opportunities to evaluate individual or group behavior patterns. However, there was less activity in three items during the 1974 evaluation than in the 1973 study. Those items showing less accomplishment were: (1) visit to local industry; (2) utilization of techniques to enhance student self-concept; and (3) providing students opportunities to observe the beauty of the world.

C. Guidance Personnel (10-12). Table 14, Section C, reveals that the guidance personnel made positive changes on four items and negative changes on two items when compared to the 1973 study. Those items showing positive gains were: (1) meeting with students in small groups; clusters and/or individually; (2) arranging on-site observations for students; (3) meeting with teachers to correlate guidance and classroom activities; and (4) assisting students in selecting an appropriate educational setting. The items showing negative changes were: (1) providing referral services for students; and (2) providing in-service training for teachers on the application of developmental guidance. It should also be noted that most items evaluated on guidance personnel were fairly high in the second study.

D. Students (10-12). Table 14, Section D, indicates that two items received higher rating during the 1974 evaluation than in the first study. There were more career oriented field trips and more activities designed to build problem-solving and decision-making skills. The extent to which students were exposed to art forms had a negative change when compared to the first evaluation.

E. Librarian and/or Guidance Specialist (10-12). Table 14, Section E, shows that only one item was evaluated during the second evaluation. The results indicated that more materials were collected for teachers to use in specific units of study during the second evaluation than the first.

F. The School Administration and Faculty (10-12). Table 14, Section F, reveals that the school administration and faculty received higher ratings during the second evaluation than the first. The school administration and faculty identified more community resource persons and organizations suitable for field trips. There was no change in arranging for resource people to provide instruction in special interest areas.

Table 14. Comparison of the 1973-74 Process Evaluation Ratings of the 10-12 Component

	Ratings		
Item	1973	1974	Change
A. PROJECT STAFF (10-12)			
The extent to which the project staff has:			
1. Provided and disseminated materials for use in classrooms, libraries and guidance offices.	2.83	3.5	+.67

Table 14. (Continued)

Item	Ratings		
	1973	1974	Change
2. Provided all project teachers with at least sixty hours of staff development per year stressing the infusion of career education into the curriculum.	2.5	.5	-2
3. Assisted classroom teachers, when requested, in the development of teacher-made materials.	2.67	3	+ .33
4. Assisted teachers, when requested, in developing methods of infusing the career concept in the curriculum.	2.5	3.5	+1
5. Assisted the school's administration and faculty in identifying community resource persons.	3.67	4	+33
6. Established an advisory committee representing business, industry, the professions, parents, and the community at large for grades 10-12.	4	0	-4
7. Assisted the school's administration and faculty in identifying organizations suitable field trips.	3.67	4	+ .33
8. Provided teachers with at least sixteen hours of staff development for the purpose of developing skills for enhancing students' self-concepts.	1.67	1.5	- .17
9. Assisted teachers in identifying the individual needs of students.	2.67	2.5	- .17
B. TEACHERS (10-12)			
The extent to which teachers have:			
1. Developed teacher-made materials.	1.5	2	+ .5
2. Provided students with appropriate industry-produced resource materials.	1.67	2.5	+ .83

Table 14. (Continued)

Item	Ratings 1973	Ratings 1974	Change
3. Visited two local industries per year.	2.17	2	- .17
4. Engaged in monthly meetings for reviewing and sharing ideas.	2.34	2.5	+ .16
5. Met at least monthly in groups to correlate curricular activities.	1.84	3	+1.16
6. Met at least four times per year with counselors to correlate guidance and classroom activities.	2.34	2.5	+ .16
7. Scheduled at least three resource persons per year.	3.17	3.5	+ .33
8. Employed activities daily which build problem-solving and decision-making skills.	3	3	-
9. Provided students opportunities to evaluate individual or group behavior patterns.	2.5	3	+ .5
10. Demonstrated an increase in utilization of methods and techniques which enhance student self-concept.	2	1.5	- .5
11. Provided students with daily opportunities to observe the beauty of their world.	2.5	2	- .5
C. GUIDANCE PERSONNEL (10-12)			
The extent to which the guidance personnel (10-12) have:			
1. Met with all students in small groups, clusters, and/or individually.	3.84	4	+ .16
2. Arranged on-site observations for students who expressed specific job interests.	3.84	4	+ .16

Table 14. (Continued)

Item	Ratings		Change
	1973	1974	
3. Held individual and/or group follow-ups of guidance activities.	3.5	3.5	-
4. Provided referral services for students as needed.	4	3.5	- .5
5. Provided in-service training for all classroom teachers on the classroom application of developmental guidance.	2.33	1.5	- .83
6. Met at least four times per year with teachers to correlate guidance and classroom activities.	1.84	3	+1.16
7. Assisted each student, through continual monitoring, in selecting an appropriate educational setting.	3.34	3.5	+ .16
D. STUDENTS (10-12)			
The extent to which students have:			
1. Participated in at least three career-oriented field trips per year.	2.5	4	+1.5
2. Engaged in daily activities designed to build problem-solving and decision-making skills.	2.34	3	+ .66
3. Been exposed daily to at least one art form.	2.5	2	- .5
E. LIBRARIAN AND/OR GUIDANCE RESOURCE SPECIALISTS			
The extent to which the librarian and/or guidance resource specialists have:			
1. Collected materials for each teacher who requested materials for use in a specific unit of study.	2.5	3.5	+1

Table 14. (Continued)

Item	Ratings 1973	1974	Change
F. SCHOOL ADMINISTRATION (10-12)			
The extent to which the school administration and faculty have:			
1. Identified community resource persons.	3.5	3.5	—
2. Identified organizations suitable for field trips.	3.5	4	+ .5
3. Arranged for at least five resource people to provide instruction in special interest areas for interested students during unscheduled time.	4	4	-

0 - Lowest to 4 - Highest.

Post-secondary Component (Process Evaluation)

A. Project Staff. Table 15, Section A, indicates that the project staff (post-secondary) was evaluated on the basis of one item. The results show that the project staff developed a plan to integrate career education into post-secondary education to a greater degree during the second evaluation as compared to the first study.

B. Evening High School Staff. Table 15, Section B, reveals that the evening high school staff was seen as above average on all items except one. However, when comparing the second evaluation results to the first study, the only item receiving a higher rating in the second study was assisting students to understand their community and its resources and opportunities.

Table 15. Comparisons of the 1973-74 Evaluation Rating of the Post-Secondary Component

Item	Ratings		Change
	1973	1974	
A. PROJECT STAFF			
The extent to which the project staff has:			
1. Developed a plan to integrate career education into post-secondary education.	3	4	+1
B. EVENING HIGH SCHOOL STAFF			
The extent to which the evening high school staff has:			
1. Assisted school dropouts and students with special needs to complete their high school education while working.	4	3	-1
2. Assisted students to develop self-confidence and positive self-concepts through success in educational and employment settings.	4	3	-1
3. Assisted students with special needs to become economically, self-reliant, socially adjusted, and effective citizens of the community.	2	2	-
4. Assisted students to make realistic decisions concerning career options.	3	3	-
5. Assisted students to pursue long-range career goals.	3	3	-
6. Assisted students to understand their community and its resources and opportunities.	2	3	+1

Table 15. (Continued)

Item	Ratings 1973	1974	Change
7. Helped students to begin the process of realizing their fullest potential as human beings and of becoming all that they are capable of becoming.	3	3	-

0 - Lowest to 4 - Highest.

Overall Administration Component

A. Central Staff. Table 16, Section A, shows that the central office staff made extensive gains during the second evaluation as compared to the first study. Those items receiving top ratings were the commitment to continue career education at the end of federal funding and the development of specific plans for incorporating successful elements of the project into the on-going overall instructional program.

B. Principals (overall). Table 16, Section B, indicates that all items were rated the same or higher for the second evaluation as compared to the first study. Those items that had positive changes were the extent to which principals: (1) facilitated the activities of the project staff in carrying out the purpose of the program in grades 10-12, (2) participated in the planning of career development activities to be carried out by the project staff in grades 10-12, and (3) understood and actively supported the project activities in grades 10-12.

C. Project Administration (overall). Table 16, Section C, indicates that the project administration received equal or higher ratings in 1974 than in 1973 on every item considered. Six of the ten items were given the highest ratings by the evaluators. The only item receiving a low rating was: "the extent to which the project administration provided an effective system for articulating among the administrative units."

D. Project Staff. Table 16, Section D, shows that the Project staff received equal or higher ratings in 1974 than in 1973 on every item except one. The item receiving a low rating in 1974 was the utilization of community advisory committees. The three items receiving positive changes were: the extent to which the project staff, (1) developed a transportable model of career education program components, (2) disseminated project information to local schools in and out of the largest group, and (3) disseminated project information outside of the project areas.

Table 16. Comparisons of the 1973-74 Evaluation Rating of the Overall Administration Component

Item	Ratings 1973	Ratings 1974	Change
A. The extent to which the central office staff has:			
1. Committed itself to the continuation of career education at the end of federal funding.	2	4	+2
2. Developed specific plans for incorporating successful elements of the project into the on-going overall instructional program.	1	4	+3

Table 16. (Continued)

Item	Ratings 1973	1974	Change
B. The extent to which principals have:			
1. Facilitated the activities of the project staff in carrying out the purpose of the program.			
Grades K-6	4	4	-
Grades 7-9	3	3	-
Grades 10-12	2	3	+1
2. Participated in the planning of career development activities to be carried out by the project staff.			
Grades K-6	3	4	+1
Grades 7-9	3	3	-
Grades 10-12	2	3	+1
3. Understood and actively supported the project activities.			
Grades K-6	4	4	-
Grades 7-9	3	3	-
Grades 10-12	2	3	+1
C. The extent to which the project administration (overall) has:			
1. Provided qualified personnel to assist local teachers in implementation of the career concept.	4	4	-
2. Provided assistance to the administratrative staffs, a continuing plan for the developmentsl guidance program.	2	3	+1
3. Provided assistance to all administrative staffs in the development of an implementation plan for career education in their schools.	4	4	-

Table 16. (Continued)

Item	Ratings 1973	1974	Change
4. Provided assistance to all administrative staffs in the development of a plan for continuing the career education concept beyond the funding period.	1	4	+3
5. Provided assistance for staff development to administrative units.	4	3	+1
6. Provided for the dissemination of project activities, methods, and techniques concerning the career education concept.	3	4	+1
7. Provided a method for continued evaluations of career education activities at all levels by teachers, supervisors, and administrators.	2	3	+1
8. Provided assistance in the utilization of community resources applicable to all curriculum areas.	4	4	-
9. Established a system for the accountability of all project funds.	4	4	-
10. Provided an effective system for articulation among the administrative units.	2	2	-
D. The extent to which the project staff (overall) has:			
1. Developed a transportable model of the career education program components.	1	3	+2
2. Worked with local school personnel in developing and implementing the career education program.	4	4	-

Table 16. (Continued)

Item	Ratings 1973	1974	Change
3. Met with and utilized community advisory committees.	3	1	-2
4. Disseminated project information to local schools in and out of the target group.	2	3	+1
5. Disseminated project information outside of the project area.	2	4	+2

0 - Lowest to 4 - Highest.

General Overview Component (Process Evaluation)

A. Organization and Conduct of the Project. Table 17, Section A, reveals that the organization and conduct of the project received positive change on four items in 1974 in relation to the 1973 evaluation. Those items receiving higher ratings on the second evaluation were: the extent to which, (1) the project had established good relationships with existing school personnel, (2) participating school units had become involved in the project as to establish curriculum flexibility, (3) participating schools units had become involved in the project as to allow staff assignment flexibility, and (4) the administration and schools' principals had been involved in the implementation of the career concept.

B. Dissemination of Project Information. Table 17, Section B, shows a high rating was given to external dissemination in 1974 as compared to a low rating in 1973. The extent to which project information had been disseminated internally received a slightly lower rating when compared to the 1973 evaluation.

C. Program Elements. Table 17, Section C, indicates a positive change for four items and a negative change for three items between the 1973 and 1974 evaluations. Those items receiving positive changes were: (1) the approaches utilized were effective and transportable to other schools, (2) introducing new curricular patterns, (3) developing and utilizing curriculum materials, and (4) introducing innovative learning activities. The items indicating negative changes were: (1) having adequate equipment, (2) having adequate facilities, and (3) having an effective budget.

D. Career Education Model. Table 17, Section D, indicates that only one item was evaluated under this area. The extent to which a model for a comprehensive career education program had been developed was rated higher in 1974 than it was in 1973, a change in the positive direction.

Table 17. Comparisons of the 1973-74 Process Evaluation Rating of the General Overview Component

Item	Ratings 1973	Ratings 1974	Change
A. Organization and Conduct of the Project: The extent to which:			
1. The staff and staffing patterns have been effective.	3	3	0
2. Local advisory committees have been used.	3	1	-2

Table 17. (Continued)

Item	Ratings 1973	Ratings 1974	Change
3. Local advisory committees have been used effectively.	3	1	-2
4. The Project has established good relationships with existing school personnel.	3	4	+1
5. Participating school units have become involved in the Project as to establish organizational flexibility.	3	3	0
6. Participating school units have become involved in the Project as to establish curriculum flexibility.	2	3	+1
7. Participating school units have become involved in the Project as to allow staff assignment flexibility.	0	3	+3
8. The administration and schools' principals have been involved in the implementation of the career concept.	3	4	+1
B. Dissemination of Project Information: The extent to which:			
1. Project information has been disseminated internally (within local schools, both in and out of target group).	4	3	-1
2. Project information has been disseminated externally (within the state and other counties)	0	4	+4
3. Public information and public relations have been effective.	3	3	0

Table 17. (Continued)

Item	Ratings 1973	Ratings 1974	Change
C. Program Elements: The extent to which:			
1. The approaches utilized are effective and transportable to other school units.	1	3	+2
2. New curricula patterns have been introduced.	2	3	+1
3. Curriculum materials have been developed and utilized.	1	2	+1
4. Innovative learning activities have been introduced.	2	3	+1
5. Equipment has been adequate.	4	3	-1
6. Facilities have been adequate.	4	3	-1
7. Budgeting has been effective.	4	3	-1
8. Community resources and personnel have been utilized.	4	4	0
D. Career Education Model: The extent to which:			
1. A model for a comprehensive career education program has been established.	2	3	+1

Ratings: 0 - 4; lowest to highest.

V. Non-Target Schools

In an effort to allow non-target schools in Lenoir City and Caldwell County to participate in the Caldwell Career Education Project, the career education project staff invited principals from non-target schools to submit proposals for possible funding during the 1973-74 school year. Fifteen non-target schools responded with mini-proposals which specified locally approved career education objectives, methods, evaluation plans, and needed budgets. Fourteen proposals were approved and funded with budgets of approximately $3,000.00 each.

This part of the evaluation report is a supplement to the Third Party Evaluation Report because non-target schools were not included in the Third Party contract.

The evaluation of the non-target schools' mini-proposals was accomplished by reviewing questionnaires, records of career-ori activities for students and records of materials and equipment purchased. In addition, the NCSU staff visited 10 of the 12 school who had submitted an evaluation instrument completed by the principal.

Principals' Evaluation

As shown in Table 18, twelve of the fourteen non-target schools' principals returned an evaluation instrument, which had been develo by the N. C. State University staff and approved by the Caldwell Project staff. An analysis of the data indicated that principals we extremely well satisfied with the funding and the effect of the proj on both teachers and students. However, periodic evaluations of th projects were completed by only five of the twelve principals.

[illegible] Evaluation of [illegible] Career Education Projects of Non-Target Schools* by their Principals, Caldwell County, 1974

	Yes	No	T
1. Was your project funded in an amount necessary to achieve your objectives?	11	1	1
2. As a result of the "mini" career education project, has the instructional program in your school improved?	12	0	1
3. Has there been an improvement in the attitude of your teachers toward the career education concept?	12	0	
4. Have the students shown an increase in awareness of careers as a result of the [illegible] project?	12	0	
5. Have you periodically evaluated the progress of your mini-career education project?	5	7	

*12 of the 20 schools funded submitted an evaluation by the principal to N. C. State University.

Table is [illegible] a [illegible] of the evaluations made by principals of the mini projects. It should be noted that all opi expressed were found in the highest two categories. The fact tha eight of [illegible] replies concerning whether the project was succes [illegible] er than the first category may cause some concern. However, it [illegible] noted that the project was still young and developing; the gasoline crisis limited field trips, etc and adequate, objective evidence had not yet been gathered.

Teachers' Evaluations

The major evaluation input by teachers resulted from a questionnaire developed by the Caldwell staff and administered to a random sample of 25 percent of the teachers at each of the non-target schools. Nine of the fourteen schools returned the ten item questionnaire to the N. C. State University staff.

Table 19. Principals' Viewpoints of Career Education Mini-Projects, Non-Target Schools, Caldwell Career Education, 1973-74

Item	Extent				
To what extent:	To a Great Extent	To Some Extent	To Little Extent	To No Extent	Total
1. Were the mini-career education project objectives realistic in terms of funding and time allotment?	7	5			12
2. Did the mini-career education project assist in the development of career education in your school?	6	6			12
3. Was the career education project successful in your school?	3	8			11
Total	16	19			35

Table 20 shows that an overwhelming percentage of teachers that responded to the questionnaire favored continuing a career education program in their school next year. (Item No. 10)

Only one item appeared to be a negative factor with the teachers. A majority of teachers indicated that they received little or no opportunity to participate in in-service education on career education. (Item 4) This was not unexpected since the project staff was spread over an additional sixteen schools from the previous year and reduced in size from four to three persons.

It should be noted that in questions 6 and 7 more than 20 teachers checked little or no extent for each item. There was considerable indication that the energy crisis was a negative factor with these items.

Table 20. Teacher Career Education Evaluation Questionnaire, Non-Target Schools, Caldwell County, 1973-74

Questions	Grade Level	1	2	3	4	Total
To what extent:						
1. Have you participated in the education program in your school?	K-6	36	51	9	4	45
	7-9	17	67	17	0	6
	10-12	25	75	0	0	4
2. Has the career education staff provided you with assistance in the implementation of your school's career program?	K-6	33	38	27	2	45
	7-9	33	17	17	23	6
	10-12	100				4
3. Are the objectives of your school's career education program adequate?	K-6	43	45	11	0	44
	7-9	33	33	33	0	6
	10-12	75	25	0	0	4

Table 20. (Continued)

	Questions	Grade Level	Percentage Response* 1	2	3	4	T
4.	Have you had an opportunity to participate in career education workshops, conferences, faculty meetings, or in visitations to other schools?	K-6	23	27	21	30	44
		7-9	17	33	17	33	6
		10-12		50	25	25	4
5.	Have you had additional materials as the result of the career education program?	K-6	36	40	18	7	45
		7-9	33	17	17	33	6
		10-12	75	25	0	0	4
6.	Have you taken any of your students on a field trip through the career education program?	K-6	14	48	13	14	44
		7-9		17	0	83	6
		10-12	25	25	25	25	4
7.	Have you had a resource person visit your classroom as part of the career education program?	K-6	27	43	14	16	44
		7-9	33	33	0	33	6
		10-12	25	50	0	25	4
8.	Has the career education program assisted in the improvement of the instructional program in your school?	K-6	51	51	11	2	45
		7-9	33	50	0	16	6
		10-12	50	50	0	0	4
9.	Have you correlated any career education activities with other subject areas in your instructional program?	K-6	40	51	7	2	45
		7-9	50	17	17	17	6
		10-12	25	75	0	0	4
10.	Would you like to see the career education program continued in your school next year?	K-6	77.8	20	2.2	0	45
		7-9	83	0	0	17	6
		10-12	100	0	0		4

Key: 1 = To a great extent　3 = To little extent
2 = To some extent　4 = To no extent
T = Total number of respondents

*See Appendix for supporting table of numbers.

Record of Activities

The most objective type of evaluative evidence submitted to the NCSU staff was the lists of career-oriented activities provided to the students. These included field trips, resource persons, and new audio-visual materials and equipment. Table 21 indicates a summary of the career-oriented activities of the non-target schools.

Table 21. Summary of Career-Oriented Activities in Eleven Non-Target Schools, Caldwell County, 1973-74

Activity	Schools No.	Schools %	Activities Total	Activities Ave./School
Field Trip	11	100	88	8.0
Speaker	10	91	78	7.1
Films	5	46	8	.7
Slides	10	91	165	15.0

Materials and Equipment

Observations by the NCSU staff indicated that all schools visited had records of purchases and expenditures connected with the mini-proposals. Files of purchase orders and receipts were exhibited at many schools. Evidence of slides, cassettes, books, and resource persons utilized were readily offered to the visitors, but any inventory or audit was not expected as part of these visits.

NCSU Staff Visits

Dr. T. R. Miller and Dr. Walter Cox of the NCSU staff received warm and stimulating receptions at nine of the ten non-target schools visited. The principals were extremely cooperative and exhibited enthusiasm and confidence for the accomplishments of the projects. The teachers that received impromptu visits with the staff were eager to show how career education was being infused. Students felt free to comment on the field trips, visiting speakers and the many hands-on activities generated by creative teachers.

It was evident many times that the professional help provided by the Caldwell Career Education staff was greatly appreciated, and appeared to the NCSU staff of importance equal to the seed money provided by the budget.

One of the high schools was infusing its career education primarily in the comprehensive program of mathematics. Although it appeared to be implementing its asserted objecsive, further study may be needed to support the assertion that one subject area should be the primary focus of career education efforts.

Finally, the NCSU staff noted that school personnel were particularly pleased with the idea of selecting their own objectives rather than accepting en masse those written for other schools.

Conclusions (on mini-projects)

1. Principals, teachers, and students were strongly appreciative and supportive of the help received from the career education mini-proposals.

2. Principals and teachers valued the professional assistance as much as the finances afforded by the mini-projects.

3. Principals and teachers strongly preferred to select their own project objectives rather than accept en masse previously conceived goals.

4. Teachers were motivated and did respond with specific career oriented activities for their students.

5. There was evidence that students were receiving and showing and appropriate understanding of career-oriented activities. However, this needs further substantiation.

6. The evaluation process was obviously incomplete, and in need of professional help with the basic design and the development of appropriate evaluation instruments.

VI. Product Evaluation, 1973 vs 1974

The Caldwell Career Education project staff, working in conjunction with the evaluation staff, developed the following concise list of broad product goals and more specific product objectives during the 1972-73 product year:

Product Goals

I. To increase an awareness of the world of work.

II. To increase knowledge of career opportunities.

III. To increase ability to recognize educational and career relationships.

IV. To increase decision-making and problem-solving skills.

V. To achieve 100% placement and follow-up of students, in either additonal education or work.

VI. To increase positive interaction within and among the schools and between the schools and the community.

VII. To enhance each individual's self-concept.

VIII. To increase awareness of the many possibilities for the use of leisure time.

IX. To increase teachers' knowledge and application of the career education concept.

As will be seen from the listing of product objectives, product goals I-V, VII, and VIII are directed entirely toward the students of Caldwell County; product goal VI embraces students, faculty, school administration personnel and the community; and product goal IX relates entirely to teachers within the environs of the project.

Product Objectives

Goal I - 1.1 Students will shown an increase in their awareness of the world of work.

Goal II - 2.1 Students will show an increase in knowledge of the educational requirements of careers (grades 7-14).

2.2 Students will shown an increase in knowledge of skills required for different careers (grades 7-14).

2.3 Students will shown an increase in knowledge of career areas (grades 4-14).

2.4 Students will show an increase in their awareness of the world of work (also 1.1, grades K-3).

Goal III - 3.1 Students will show an increase in knowledge of the educational requirements of careers (also 2.1, grades 7-14).

3.2 The student will be able to apply knowledge and skills (learning) acquired in the classroom to living and making a living (grades 9-14).

3.3 The student will demonstrate a knowledge of the interdependence of living, learning, and working (grades K-8).

Goal IV - 4.1 The student will demonstrate the ability to develop alternative solutions to problems.

4.2 Students will be able to demonstrate growth in self-discipline and personal responsibility.

4.3 Students will show an increase in decision-making as determined by the percentage of 12th graders having made career decisions as recorded in guidance office records.

4.4 The proportion of students applying for and entering post-secondary education and/or jobs will increase as measured by follow-up data.

Goal V - 5.1 The proportion of students applying for and entering post-secondary education and/or jobs will increase as measured by follow-up data (also 4.4, grades 12-14).

5.2 The school will increase the number of students placed in either additional education or work.

5.3 The school will provide follow-up studies of all students for five years.

Goal VI - 6.1 Positive interaction among students and between students and faculty will increase.

6.2 Positive interaction between faculty and administration will increase.

6.3 Curricular articulation and communication among schools will increase.

6.4 Positive interaction between the schools and the community will increase.

Goal VII - 7.1 Students will demonstrate positive attitudes toward themselves and others.

7.2 The positive nature of teachers' responses to student achievement will increase.

7.3 The teacher will demonstrate an increased knowledge of the uniqueness of each child.

7.4 An increased number of students will be engaged in activities which reflect individual needs.

Goal VIII- 8.1 Students will increase their participation in leisure time activities.

Goal XI - 9.1 Teachers will show an increase in their knowledge of the career education concept.

9.2 Teachers will demonstrate increased application of the career education concept in the instructional program.

Method of Assessment

The lack of a suitable control group for the students in the Caldwell Career Education project was cited in the 1972-73 evaluation report, and a treatment intensity level design utilized that year (Morgan, et al., 1973). The complexity of that design led to the use of a simple posttest only design this year, in which the students at a given grade level this year were compared to the students of the same grade level last year, the basis for comparison being the test scores. The evaluation data were based on a 25% random sample selected from the schools engaged in the project.

A one-way analysis of variance design was used to test for differences between this year's and last year's groups of students.

Observed Products. Inasmuch as a certain amount of overlap exists within the list of product objectives (see above), which is primarily the result of similar or identical objectives for each of the three principal components considered in the evaluation effort (elementary component, 1-6; middle grades component, 7-8; high school component, 9-12), relatively few instruments were utilized to assess the attainment of the objectives. This section contains a brief description of each instrument with a listing of the specific objectives measured by each and the results of statistical analyses derived from the May, 1974 administration of the instruments to the appropriate respondents within the Caldwell County school system.

The Occupational Listing Test. Essentially of the cognitive domain, the Occupation Listing Test consists of three items, one of which asks the student to state the occupations of his father and mother, the number of his brothers and sisters, and their respective occupations, if any; another asks the student to list as many occupations as he can; and the third asks the student to list as many "good" work habits as he can. Each item is considered separately in analysis.

A. Family Occupations Item. Applicable to all grade levels, this item pertains to product objective 1.1 (same as 2.4 for the elementary component. After the administration of the test to the students, the responses were scored by the evaluation staff. Maximum score on this item was four. Results of the statistical analyses were as follows:

1. Grades 1-11, 1974, obtained higher mean scores than did their 1973 counterparts.
2. The 1973 12th grade and the 1974 12th grade obtained statistically equal mean scores.

B. Occupational Listing Item. Applicable only to grades 1-3 of the elementary component, this item also pertains to product objective 1.1 (same as 2.4). Maximum score on this item is not calculable and is restricted only by imposed time limits for testing purposes. Results of the analysis showed that the 1974 students in grades 1-3 obtained statistically equal mean scores to those of their 1973 counterparts.

C. Work Habits Item. This item applies to all grades and pertains to product objective 1.1 (same as 2.4). As is the case with the occupational listing item, there is no determinable maximum score. Results of the analyses were as follows:

1. 1973 mean scores equal to 1974; grades 1 and 10.
2. 1973 mean scores greater than 1974; grades 2-9 and 11-12.

The World of Work Test. Utilized specifically for the assessment of product objective 2.4 and applicable only to grades 1-3, the World of Work Test was conceptualized and originated by elementary teachers in the Washington, D. C., school system. Based on data obtained from the Washington, D. C., career education program, the evaluation staff analyzed and revised the test into its present (and shorter) form. It was designed to measure student knowledge of tools and technology and workers and their jobs.

The complete test consists of two parts totaling 70 items and requires 76 minutes for administration. Each part is given separately and is intended to measure a different set of concepts associated with the world of work. Part I, "Tools and Technology" (25 minutes), measures student ability to identify tools, to associate tools with particular tasks, and to discriminate among early and later tools and technological devices in historical perspective. Part II, "Workers and Their Jobs" (51 minutes), measures the ability of students to differentiate between producers and consumers, between the producers of goods and the producers of services, between volunteer and paid work, and student ability to associate articles of apparel and/or tools with certain jobs.

The format is exclusively pictorial. Any printed instructions or words in actual items are read by the teacher, thus eliminating low scores because of reading problems.

The test is of the correct-incorrect type, with a value of 1 assessed for correct answers and zero for incorrect answers (total possible score = 70). Mean scores obtained by grades 1-3, 1974, were statistically equal to those of their 1973 counterparts.

The P.E.C.E. Knowledge Test. Applicable to product objectives 2.1 (same as 3.1), 1.1, 2.2, and 2.3, the P.E.C.E. Knowledge Test was administered to grades 4-12 of the Caldwell Career Education Project. It is a 75-item test consisting of 19 matched items, 27 true-false items, and 29 multiple-choice items (Total possible score = 75). The scoring method is the correct-incorrect type, with a value of one (1) assigned to correct answers and zero (0) to incorrect answers. Utilized to evaluate objective attainment in the Apex, North Carolina, Region V, South Carolina, Cobb County Georgia, and Washington, D. C., Career Education Projects, resultant data has consistently yielded reliability coefficients in the range of .87 - .93 (grades 5-12). Its use in the Caldwell Career Education Project in 1973, however, marked the first administration to fourth graders. The following are the results of the analyses of the data from the P.E.C.E. Knowledge Test:

1. 1973 mean scores greater than 1974; grades 4-6.
2. 1973 mean scores equal to 1974; grades 7-12.

The Attitude Toward Self and Others Scale. Applicable to product objective 7.1, the Attitude Toward Self and Others Scales is a 64-item instrument which assesses the positiveness of student attitudes toward themselves and others. It is essentially a Likert-type scale with thirty-five items measuring attitude toward self and twenty-nine items, attitude toward others; therefore, two scores are obtained. The score for each item ranges from 1 to 5, with a low total score indicating a more favorable attitude toward self or others; i.e., a total score of 29 and 25 on the items measuring attitude toward others and self, respectively, would indicate the most positive attitude in each case. The following results were obtained from the Caldwell student data:

1. Self scores:
   - A. 1973 mean scores equal to 1974; grades 4-7, 9-12
   - B. The 1973 eighth graders obtained a higher mean score than their 1974 counterparts, indicating more positive self-attitudes on the part of the 1974 students.
2. Other scores:
   - A. 1973 mean scores equal to 1974; grades 4-6, and 11
   - B. 1973 mean scores higher (less positive attitude) than the 1974 counterparts; grades 7-10, and 12.

Teacher Questionnaire. Teachers in the schools affected by the Caldwell Career Education Project were asked to respond to a questionnaire in the spring of 1974. Fifty of the items were related to the product objectives in varying degrees of specificity. Items 1-23 in the section entitled "Objective Measures" are direct measures of objective attainment. Tables 22-24 summarize the dominant response by project component and respective school.

Table 22. Summary of Dominant Responses (yes or no) to Items 1-23, Objective Measures Section, The Teacher Questionnaire, Caldwell Career Education Project, Elementary Component, 1974, Teacher Responses[1]

	Product	School	
Item	Objective	West Lenoir	Collettsville
1	1.1	Yes	Yes
2	1.2	Yes	Yes
3	1.3	Yes	Yes
4[2]	2.1		
5[2]	2.2		
6	2.3	Yes	No
7[2]	3.2		
8	3.3	Yes	Yes
9	4.1	Yes	Yes
10	4.2	Yes	Yes
11[2]	4.3		
12	6.1	Yes	Yes
13	6.1	Yes	Yes
14	6.2	Yes	Yes
15	6.3		Yes
16	6.4	Yes	Yes
17	7.1	Yes	Yes
18	7.2	Yes	Yes
19	7.3	Yes	Yes
20	7.4	Yes	Yes
21	8.1	No	Yes
22	9.1	Yes	Yes
23	9.2	Yes	Yes

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[1] An affirmative response is suggestive of objective attainment; negative response suggests nonattainment.

[2] Not applicable to the component.

Table 23. Summary of Dominant Responses to Items 1-23, Objective Measures Section, The Teacher Questionnaire, Caldwell Career Education Project, Middle Grades Component, 1974, Teacher Responses[1]

		School	
Item	Objective	Gamewell	Collettsville
1	1.1	Yes	Yes
2	1.2	Yes	Yes
3	1.3	Yes	Yes
4	2.1	Yes	Yes
5	2.2	Yes	Yes
6	2.3	Yes	Yes
7[2]	3.2		
8	3.3	Yes	Yes
9	4.1	Yes	Yes
10	4.2	No	Yes
11[2]	4.3		
12	6.1	Yes	Yes
13	6.1	Yes	Yes
14	6.2	Yes	Yes
15	6.3	Yes	Yes
16	6.4	Yes	Yes
17	7.1	Yes	Yes
18	7.2	Yes	Yes
19	7.3	Yes	Yes
20	7.4	Yes	Yes
21	8.1	Yes	Yes
22	9.1	Yes	Yes
23	9.2	Yes	Yes

[1] An affirmative response is suggestive of objective attainment; a negative response suggests nonattainment.

[2] Not applicable to the component.

Table 24. Summary of Dominant Responses to Items 1-23, Objective Measures Section, The Teacher Questionnaire, Caldwell Career Education Project, High School Component, 1974, Teacher Responses[1]

		School	
Item	Product Objective	Gamewell-Collettsville High School	Lenoir Senior High School
1	1.1	Yes	-
2	1.2	Yes	-
3	1.3	Yes	-
4	2.1	Yes	-
5	2.2	Yes	-
6	2.3	Yes	-
7	3.2	Yes	-
8[2]	3.3		
9	4.1	Yes	Yes
10	4.2	Yes	Yes
11	4.3	Yes	No
12	6.1	Yes	-
13	6.1	Yes	-
14	6.2	Yes	Yes
15	6.3	-	Yes
16	6.4	Yes	-
17	7.1	Yes	-
18	7.2	Yes	-
19	7.3	Yes	-
20	7.4	Yes	-
21	8.1	Yes	-
22	9.1	Yes	Yes
23	9.2	Yes	No

[1] An affirmative response is suggestive of objective attainment; a negative response suggests nonattainment.

[2] Not applicable to the component.

Summary and Conclusions (Products Area)

Table 25 presents a summary of the attainment of the product objectives as specified. Of the seventeen product objectives applicable to the elementary component, two (2.3, 7.1) were considered attained, as compared with thirteen last year.

Nineteen product objectives were relevant to the Middle Grades Component; of these, three were considered not attained (2.1, 2.2, 2.3), as compared with none last year; nine were considered partially attained, as compared with twelve last year; and seven were considered attained, as compared with seven last year.

Twenty product objectives applied to the high school component; of these, three (2.1, 2.2, and 2.3) were considered not attained, as compared with six last year; twelve were considered partially attained, versus eight last year; and five were considered attained, as compared with six last year.

It should be noted that all of the objectives considered not attained were those measured by student tests rather than by teacher responses. If the teacher responses had been used as the sole criterion, all of those considered not attained would be changed to partially or fully attained.

Based on the current data, it may be concluded that the Caldwell Career Education Project was fairly successful in attaining its stated objectives. Across components, it may be concluded on the basis of teacher response that the program was more effective this year than last year.

Table 25. Summary of Attainment of Product Objectives, Caldwell Career Education Project, 1974

Product Objective	Grades	Method of Assessment Teacher Questionnaire[2]	 Student Test	Product Objective Attainment[1] Elementary	 Middle Grades	 High School
1.1*	1-12	X	X	Partial[1]	Partial[1]	Partial[1]
1.2	1-12	X		Yes[2]	Partial	Partial
2.1*	7-14	X	X	N/A[3]	No	No
2.2*	7-14	X	X	N/A	No	No
2.3*	4-14	X	X	No	No	No
3.2+	9-14	X		N/A	N/A	Yes
3.3+	1-8	X		Yes	Yes	N/A
4.1+	1-2	X		Yes	Yes	Yes
4.2+	1-12	X		Yes	Partial	Yes
4.3+	12	X		N/A	N/A	Partial
4.4	12-14	X		N/A	N/A	N/O[3]
5.2	12	X		N/A	N/A	N/O
5.3	N/A	X		N/A	N/A	N/A
6.1+	1-12	X		Yes	Yes	Partial
6.2+	1-12	X		Yes	Partial	Yes
6.3+	N/A	X		Partial	Partial	Partial
6.4+	N/A	X		Yes	Partial	Partial
7.1*	4-14	X	X	No	Partial	Partial
7.2+	N/A	X		Yes	Yes	Partial
7.3+	N/A	X		Yes	Yes	Partial
7.4+	1-12	X		Yes	Partial	Partial
8.1+	1-12	X		Partial	Partial	Partial
9.1+	N/A	X		Yes	Yes	Yes
9.2+	N/A	X		Yes	Yes	Partial

[1] Explanation of terms (student test-measured objectives only):

Yes - The 1974 students obtained higher mean scores than their 1973 counterparts, across the grades in a component.

Partial - Same as "yes," except that not all grades within a component obtained higher mean scores than their 1973 counterparts.

No - The 1974 students did not obtain higher mean scores across the grades in a component than their 1973 counterparts.

[2] Explanation of terms for those entries under Produce Objective Attainment for which the Teacher Questionnaire results provide the sole basis for assessment:

Yes - Response of the teachers within all the schools comprising the component was predominantly affirmative.

Partial - Response of the teachers within one or more schools comprising the component was predominantly affirmative and one or more was negative.

No - Response of the teachers within all the schools comprising the component was predominantly negative.

[3] N/A - not applicable; N/O - not observed.

*Attainment entry based on student results only.

+Attainment entry based on teacher questionnaire results only.

PROJECT SUMMARY, CONCLUSIONS, AND LIMITATIONS

Summary

The second third-party evaluation of the Caldwell Career Education project was conducted during the spring of 1974.

The primary purpose of the project was to develop a comprehensive career education model. The success of this aim was to be judged by an assessment of eight contributing objectives which involved determining:

1. The transportability of the model beyond county lines.
2. The extent to which recommendation of the 1972-73 evaluation had been implemented.
3. The degree to which internal and external dissemination and diffusion of project information had been accomplished.
4. The extent to which career education materials had been developed (process evaluation).
5. The extent to which community resources had been utilized (process evaluation).
6. Non-target schools.
7. The change in student performance over 72-73 and the change in teacher opinions over 72-73.

Several types of instruments and procedures were utilized to secure the data needed for evaluation. The 1973 instruments were used to assess student output since this was to be compared with the 1973 results. Likewise, the 1973 teacher opinionnaire was used in an abbreviated form which still included those items considered most important for comparison of the two years, 1973 and 1974. For process evaluation, the 1973 evaluation instrument was also used.

Special instruments were developed to: (1) determine the extent of implementation of 1973 recommendatons; and (2) to check on transportability and internal and external diffusion of the project. Finally, new instruments were utilized in assessing the value of 12 non-target schools receiving mini-grants for career education.

I. Transportability of Model. The evaluation team and a small group of administrators submitted evidence that the Caldwell model of career education contained elements transported to a high degree including the advisor-advisee system and the student orientation idea for the community college system. For the K-12 components, all of ten items submitted were rated as possible of implementation in their school to some extent or to a great extent.

II. Implementation of 1973 Recommendations.

A. Component K-6. Three recommendations were implemented to a high degree and these were related to providing: (1) mini-field trips based on individual and group needs, (2) opportunity for exchange of ideas among teachers, and (3) more equitable assignment of career education aides. No program was noted for conducting workshops or for moving teachers toward multi-age and "open" classrooms.

B. Component 7-8. Budgets improved for this level, but inservice programs were not accomplished, teachers lacked a program coordinator, and students failed to receive an orientation program to career education.

C. Component 9-12. Most progress recorded in this area dealt with better coordination on purchase and use of teaching materials.

D. Post-secondary. Twelve of 18 recommendations received the highest ratings and only one recommendation was not implemented, and it dealt with night school skill-training programs.

E. Administration. A major effort was mounted to develop a transportable career education model and a decision was made to continue career education even without federal funds.

F. Guidance. High ratings were awarded for budgetary consideration for teachers and some credit assessed for all items recommended.

G. General Overview. Inservice education and the use of advisory committees were items not seen as implemented. Process documentation and improved administrative organization and effort were commended.

H. Overall. Top-notch ratings went to the packaging and documentation of processes for a career education program and for the policy of extending career education opportunities to all other schools in the county.

III. Internal and External Diffusion and Dissemination of Project Information. Within the project schools, the strongest support was recorded for the items of: (1) sharing, using, having access to commercially prepared materials on career education; and (2) the use of teacher-made career education materials (7-8 component). At the same time, approximately 40 percent of the teachers of all schools reported they shared to a little or no extent their commercial or teacher-made career education materials with other schools in the county.

IV. Process Evaluation--Emphasis upon Career Education Materials and Community Resources. Since a comparison study of 1973 vs 1974 was desired, the 1973 instruments were utilized to gather the data for the second study. The on-site evaluation team examined career education materials furnished to them by the Caldwell Career Education project director and observed each project school to formulate their opinions concerning the career education project. Their primary focus was upon the utilization of career education materials and community resource persons. The results of the evaluation were reported by components and by groups involved or affected.

A. Project Staff. The project staff received higher ratings for 1974 over 1973 on helping with field trips and resource persons primarily in the K-6 component. However, the 10-12 component also received slightly improved ratings. Lower ratings were assigned to in-service training assistance given to the K-6 and 10-12 components. At the post-secondary level, the year's evaluation results indicated that the project staff improved in integrating career education into the curriculum. It was also noted that advisory committees were not evident in any of the components.

B. Teachers. The evaluation team indicated high ratings for teachers on both the development and use of career education materials and the utilization of resource persons with K-6 teachers receiving the best all-round evaluation.

C. Guidance Personnel. Guidance personnel increased their overall ratings in all components. However, the higher ratings were not the same for all items for all groups. The K-6 component received more assistance with field trips, referral services and correlation of guidance with classroom activities. The 7-8 guidance personnel also improved their ratings over the 1973 study in the area of in-service education. Yet, they failed to show any improvement for the K-6 and 10-12 Guidance component.

D. Students. The evaluation team judged that students received increased opportunities for field trips and problem-solving situations compared to 1973. An exception is the 7-8 component which showed no improvement.

E. Principals. This group maintained approximately the same or a higher rating for 1974 over 1973 evaluation.

F. Librarian/Guidance Resource Specialists. The K-6 and the 10-12 components received higher ratings than 1973 for their work in providing more career education materials, community resources, and field trips.

G. Administration and Faculty. The administartion and faculty in the K-6 and 10-12 components were awarded higher scores than in 1973 for identifying more resource persons and organizations willing and able to provide field trips.

H. Overall Administration. The evaluation team awarded top ratings to the Central Staff on both counts of commitment to continuation of career education at end of Federal funding, and for incorporating career education into the on-going program.

Principals. Principals for K-6 and 7-8 components maintained their good ratings for support of career education and the principals for the 10-12 component raised their rating one point.

Project Administration and Staff. The project administration was awarded highest ratings on six of ten items and higher ratings than 1973 on all ten items. In addition, the project staff also improved their evaluation, scoring higher than last year on all items except that relating to advisory committees.

I. General Overview

Dissemination. For organization and conduct of the total project, the on-site team rated six of eight items above 1973 scores. Once again the only criticism concerned the lack of advisory committee effectiveness. A large gain was noted for progress in developing staff assignment flexibility.

The largest gain and a top rating was placed on the well-developed dissemination program set up for people outside Caldwell County but within the state. The establishment of good relationships among school personnel and the involvement of administration and principals received the highest rating possible.

Program Elements. In the section on "program elements," the utilization of community resources and personnel received the highest ratings but commendation was shown in increased ratings over 1973 for the approaches used in implementing career education, for new curricular patterns, and for increased utilization of curricular materials.

Career Education Model. Finally, the evaluation team judged that a model of career education had been established to a greater degree than last year and raised its rating from two to three on a four-point scale.

V. Non-Target Schools. This part of the summary is a supplement to the third-party evaluation report since non-target schools were not included in third-party contract.

On the basis of questionnaires, records, and visits to 10 of the 12 schools completing an evaluation instrument, the following evaluation summary is made:

1. The principals reported satisfaction with the funding and the effect of the project on both teachers and students.
2. Only five out of twelve principals completed formal evaluations of the projects, but all of the principals characterized the mini-projects as realistic, helpful, and successful to at least some extent.
3. An overwhelming majority of teachers favored continuing the career education program in their school and reported only one negative factor, the lack of in-service education on career education.
4. Teachers averaged eight field trips, seven speakers, and fifteen slide presentations per school on the subject of career education.

VI. Product Evaluation: Student Performance and Teacher Viewpoints. Of the seventeen product objectives applicable to the elementary component, two (2.3, 7.1) were considered not attained, as compared to one last year (7.1); three were considered partially attained, as were three last year; and twelve were considered attained, as compared with thirteen last year.

Nineteen product objectives were relevant to the Middle Grades Component; of these, three were considered not attained (2.1, 2.2, 2.3), as compared with none last year; nine were considered partially attained, as compared with twelve last year; and seven were considered attained, as compared with seven last year.

Twenty product objectives applied to the high school component; of these, three (2.1, 2.2, and 2.3) were considered not attained, as compared with six last year; twelve were considered partially attained, versus eight last year; and five were considered attained, as compared with six last year.

It should be noted that all of the objectives considered not attained were those measured by student tests rather than by teacher responses. If the teacher responses had been used as the sole criterion, all of those considered not attained would be changed to partially or fully attained.

Conclusions

On the basis of the data contributed by teachers, principals, project staff and third-party evaluation team, the following conclusions relating to the objectives of the second year of evaluation seem warranted:

1. The Caldwell Career Education Model was transportable according to the on-site Evaluation Team and responses from selected administrators. Some elements within the model were more acceptable than others to secondary and community college administrators.
2. Except for the two particular areas of in-service education in career education within the system and the utilization of advisory councils, the 1973 Recommendations were on the whole implemented.
3. Component K-6, the community college and the school administration appeared to have made the most progress in implementing the career education concept.
4. The mini-project ideas were greatly welcomed and their success supports the proposition that personnel should become involved in selecting their own objectives to insure the greatest incentive for implementation of a concept.
5. Internal and external dissemination were accomplished to a great extent by means of the mini-proposals and state-wide meetings of interested groups of teachers and administrators.
6. The project staff did a commendable job of documenting transportable processes and materials.
7. Community resources were utilized to a great extent.
8. Based on the current data, it may be concluded that the Caldwell Career Education Project was fairly successful in

attaining its stated objectives. Across components, it may be concluded on the basis of teacher response that the program was more effective this year than last year.

Limitations

The following limitations were realized:

1. The percentage return from teachers was much lower than expected, amounting to 48 percent overall and lowest in the 7-8 component.
2. Identification was too late to secure data from secondary and post-secondary administrators and teachers who had the opportunity to judge the transportability of the Caldwell Career Education model from their experience with the Model in a workshop.
3. The comparison of student product data was limited to comparing 1974 students of a particular grade level with 1973 students of the same grade level.

APPENDICES

APPENDIX A

ACHIEVEMENTS RELATED TO RECOMMENDATIONS OF 1973 THIRD-PARTY EVALUATION REPORT

AS OF MARCH, 1974

ACHIEVEMENTS RELATED TO RECOMMENDATIONS OF 1973 THIRD-PARTY EVALUATION REPORT
AS OF MARCH, 1974

In accordance with the second year project proposal, a third patry evaluation team will visit appropriate personnel in each of the cooperating institutions of the project to make the 1974 third-party evaluation.

The attached instruments have been prepared to facilitate summarization of the evaluation team's judgments about their observations. Please note that there is a separate instrument for each of the major components identified in the project. Each member of the third-party team is expected to complete the evaluation instrument on each component. Space is also provided for additional comments that may or may not be related to the questions stated in the evaluation instrument. Therefore, the evaluator should feel free to express his opinions on both those matters related to specific questions in the instrument and those matters not related to specific questions in the evaluation instrument.

Components to be evaluated include:

K-6

7-9

10-12

Post-secondary

Guidance

Administration

General overview of the entire project

School_____________________

Evaluator__________________

Assessment of 1973 Recommendations

(K-6 Component)

Directions:

Listed below are a number of questions that will assist in determining the extent to which the recommendations of the 1973 Caldwell Career Education Third-Party Evaluation Team were implemented. Please read each question and indicate your responses according to the following scale by circling the number that best expresses your feelings about the question.

Great -- 1
Some -- 2
Little -- 3
No -- 4

To what extent:	To a Great Extent	To Some Extent	To Little Extent	To No Extent
1. Are career aides equally assigned between school districts and project schools?	1	2	3	4
2. Are "mini" field trips based on individual needs and interests of students provided?	1	2	3	4
3 Are duplicated materials based on individual needs and interests of students provided?	1	2	3	4
4. Are workshops conducted to assist teachers in the development and use of teacher-made materials?	1	2	3	4

5. Are project staff members assisting teachers in correlating career education and the total curriculum? 1 2 3 4

6. Are efforts being made to move teachers toward a more open approach to teaching, especially in the kindergarten and first grade? 1 2 3 4

7. Are efforts being made to move toward multi-age grouping for instruction in elementary school? 1 2 3 4

8. Is emphasis placed on the natural environment as a "turn-on" agent for learning? 1 2 3 4

9. Are efforts made to place students in an appropriate educational environment? 1 2 3 4

10. Are opportunities provided for interchange of ideas among teachers? 1 2 3 4

11. Are opportunities provided for teachers to observe career education and innovative methods in other settings? 1 2 3 4

12. Are student teachers provided an orientation to career education? 1 2 3 4

13. Do teachers consult with principals and guidance personnel for the purpose of placing each student in an appropriate educational setting?* 1 2 3 4

14. Is there infusion of career education within the curriculum areas?* 1 2 3 4

Additional Comments

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*Questions to determine if the 1973 Evaluation Team's observations have improved.

School____________________

Evaluator____________________

Assessment of 1973 Recommendations

(7-9 Component)

Directions:

Listed below are a number of questions that will assist in determining the extent to which the recommendations of the 1973 Caldwell Career Education Third-Party Evaluation Team were implemented. Please read each question and indicate your responses according to the following scale by circling the number that best expresses your feelings about the question.

Great -- 1
Some -- 2
Little -- 3
No -- 4

To what extent:	To a Great Extent	To Some Extent	To Little Extent	To No Extent
1. Are adequate funds provided as a line-item in the budget for:				
a. Audio-visual equipment such as tape recorders and filmstrip projectors?	1	2	3	4
b. Equipment for Industrial Arts Shop in such areas as welding, metal working and woodworking?	[illegible]	2	3	4
2. Is time during the school day provided for an on-going in-service program for total staff?	1	2	3	4
3. Is an orientation program provided for all students in career education?	1	2	3	4

4. Is a full-time career education program coordinator assigned to Lenoir High School?	1	2	3	4
5. Is the Lenoir Junior High School providing in-service programs for its staff?	1	2	3	4
6. Are teachers familiar with the career education project (goals, objectives, and processes)?	1	2	3	4
7. Are teachers familiar with the project's goals, objectives and processes?*	1	2	3	4

Additional Comments

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*Questions to determine if the 1973 Evaluation Team's observations have improved.

School________________________

Evaluator_____________________

Assessment of 1973 Recommendations

(10-12 Component)

Listed below are a number of questions that will assist in determining the extent to which the recommendations of the 1973 Caldwell Career Education Third-Party Evaluation Team were implemented. Please read each question and indicate your responses according to the following scale by circling the number that best expresses your feelings about the question.

Great -- 1
Some -- 2
Little -- 3
No -- 4

To what extent:	To a Great Extent	To Some Extent	To Little Extent	To No Extent
1. Are summer workshops planned and conducted for all secondary school personnel?	1	2	3	4
2. Are all career education components covered during a workshop? (answer only if a workshop was conducted)	1	2	3	4
3. Are the process objectives used as the major focus of a workshop? (answer only if a workshop was conducted)	1	2	3	4
4. Are resource personnel provided to give assistance to English, Math Social Studies, and Science teachers in a workshop setting? (answer only if a workshop was conducted)	1	2	3	4
5. Are a representative group of students included in the workshop setting for career education orientations? (answer only if a workshop was conducted)	1	2	3	4

6.	Are teachers who were not involved in a workshop given an orientation program with emphasis on process objectives prior to the opening of school?	1	2	3	4
7.	Are students involved in an orientation program during the first week of school?	1	2	3	4
8.	Are one-half day monthly in-service and group planning sessions held in each project school?	1	2	3	4
9.	Are project staff members:				
	a. Coordinating the purchase of materials and books with teachers?	1	2	3	4
	b. Assisting teachers in learning how to make effective use of materials?	1	2	3	4
10.	Are substitute teachers and travel monies budgeted for project teachers to cooperatively plan and visit other schools in or out of the state?	1	2	3	4
11.	Are slide projectors, sound filmstrip projectors, cameras, record players, and tape players purchased for use in the secondary component?	1	2	3	4
12.	Are teachers assisted in developing materials that are subject-centered and career-oriented?	1	2	3	4
13.	Are experimentations with staffing patterns, organization, curriculum and innovative learning activities being undertaken?	1	2	3	4
14.	Are provisions made (at least one day every two weeks) for visitations by groups from other schools within the county and state, from other states, from the State Department of Public Instruction and from teacher institutions as part of the dissemination program?	1	2	3	4

15.	Are provisions made for a special room for viewing films, filmstrips, etc. by individuals and small groups?	1	2	3	4
16.	Have teachers developed teacher-made materials?*	1	2	3	4

Additional Comments

*Question to determine if the 1973 Evaluation Team's observations have improved.

School______________________

Evaluator______________________

Assessment of 1973 Recommendations

(Component Post-Secondary)

Directions:

Listed below are a number of questions that will assist in determining the extent to which the recommendations of the 1973 Caldwell Career Education Third-Party Evaluation Team were implemented. Please read each question and indicate your responses according to the following scale by circling the number that best expresses your feelings about the question.

Great -- 1
Some -- 2
Little -- 3
No -- 4

To what extent:	To a Great Extent	To Some Extent	To Little Extent	To No Extent
1. Is an adequate program of self-appraisal opportunities for all students provided?	1	2	3	4
2. Is an adequate program of skill-training (contrasted with academic) provided for all students?	1	2	3	4
3. Is an adequate entrance evaluation and placement program provided for all students?	1	2	3	4
4. Is adequate time provided for the career education coordinator to perform his career education duties?	1	2	3	4

5.	Is an adequate program of communication about post-secondary career education provided to:				
	a. Lay persons in community?	1	2	3	4
	b. Total project staff?	1	2	3	4
	c. Public school personnel?	1	2	3	4
6.	Has an adequate study of the needs of the student body been made?	1	2	3	4
7.	Has acceptable use been made of student needs as a basis for planning the career education program?	1	2	3	4
8.	Has an acceptable concentration been made on the early school leaver?	1	2	3	4
9.	Has clear-cut evidence of the influence of this project upon the institution's overall goals and objectives been written?	1	2	3	4
10.	Have specific additional new ways of patterns for tying the secondary and post-secondary components closely together been identified?	1	2	3	4
11.	Has the point been substantiated that the areas of activity receiving most attention are, under the present circumstances of time and resources, the most crucial areas?	1	2	3	4
12.	Have both "funded and nonfunded" activities of a career education model been developed and disseminated?	1	2	3	4
13.	Has this institution indicated in writing where it wants to go as a result of this project?	1	2	3	4
14.	Have adequate plans for skill training been provided as an integral part of the night school program?	1	2	3	4

15. Have adequate plans been made for a 2-3 day high school dissemination conference on: *Career Education: What and How at the Post-Secondary Level*? 1 2 3 4

16. Is there evidence of a study of the needs of the present student body being made and used as a basis for current plans?* 1 2 3 4

Additional Comments

*Question to determine if the 1973 Evaluation Team's observations have improved.

School________________________

Evaluator______________________

Assessment of 1973 Recommendations

(Component Administration)

Directions:

Listed below are a number of questions that will assist in determining the extent to which the recommendations of the 1973 Caldwell Career Education Third-Party Evaluation Team were implemented. Please read each question and indicate your responses according to the following scale by circling the number that best expresses your feelings about the question.

Great -- 1
Some -- 2
Little -- 3
No -- 4

To what extent:	To a Great Extent	To Some Extent	To Little Extent	To No Extent
1. Has a major effort been made by the project staff to: Develop a transportable Career Education model?	1	2	3	4
2. Has the central office staff indicated a commitment toward the continuation of the Career Education project without external funding?*	1	2	3	4
3. Has the project staff developed a transportable model of Career Education?*	1	2	3	4
4. Are advisory committees task-oriented as compared to being policy or leadership oriented?	1	2	3	4

6. Has the counselor's functional role been defined?* 1 2 3 4

Additional Comments

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*Question to determine if the 1973 Evaluation Team's observations have improved.

School______________________

Evaluator___________________

Assessment of 1973 Recommendations

(Component Guidance)

Directions:

Listed below are a number of questions that will assist in determining the extent to which the recommendations of the 1973 Caldwell Career Education Third-Party Evaluation Team were implemented. Please read each question and indicate your responses according to the following scale by circling the number that best expresses your feelings about the question.

Great -- 1
Some -- 2
Little -- 3
No -- 4

To what extent:	To a Great Extent	To Some Extent	To Little Extent	To No Extent
1. Are objectives in the elementary program in keeping with Child Development theory and practice?	1	2	3	4
2. Is effective counselor help provided at West Lenoir?	1	2	3	4
3. Is a phone provided for senior high counselors?	1	2	3	4
4. Are counselors involved in budgetary decisions?	1	2	3	4
5. Are communications between all project personnel kept within school hours?	1	2	3	4

5.	Is there a plan for internal evaluation?*	1	2	3	4
6.	Is there a plan for facilitating articulation among grade levels, between schools, between school systems and the community colleges?	1	2	3	4
7.	Is there articulation between and among administrative units and among schools in the project?*	1	2	3	4
8.	Has the project staff been infused into the normal organizational structure?*	1	2	3	4
9.	Is there an optimistic, supportive, healthy relationship between the project staff and school administrative personnel?*	1	2	3	4

Additional Comments

*Questions to determine if the 1973 Evaluation Team's observations have improved.

School________________________

Evaluator______________________

Assessment of 1973 Recommendations

(Component General Overview)

Directions:

Listed below are a number of questions that will assist in determining the extent to which the recommendations of the 1973 Caldwell Career Education Third-Party Evaluation Team were implemented. Please read each question and indicate your responses according to the following scale by circling the number that best expresses your feelings about the question.

Great -- 1
Some -- 2
Little -- 3
No -- 4

To what extent:	To a Great Extent	To Some Extent	To Little Extent	To No Extent
1. Were more summer workshops provided for Career Education personnel during this school year as compared to the 1972-73 school term?	1	2	3	4
2. Were more in-service workshops provided for Career Education personnel during this school year as compared to the 1972-73 school term?	1	2	3	4
3. Did staff members provided more orientation programs during this school year as compared to the 1972-73 school term?	1	2	3	4

4. Were more students provided orientation programs during this school year as compared to the 1972-73 school term? 1 2 3 4

5. Were more advisory committees used during this school year as compared to the 1972-73 school term? 1 2 3 4

6. Were more newsletters used during this school year as compared to the 1972-73 school term? 1 2 3 4

7. Were more small groups invited to visit individual schools during this school year as compared to the 1972-73 school term? 1 2 3 4

8. Are lines of communications open to all staff? 1 2 3 4

9. Are all members of the central staff, including the superintendents of both school systems, accepted the responsibility for the installation, monitoring and support of desired Career Education activities? 1 2 3 4

10. Are members of the project staff assuming a staff rather than a pseudo-line responsibility for the installation of the Career Education program and making the principal the primary agent responsible for the program? 1 2 3 4

11. Are adequate job descriptions and staffing patterns developed? 1 2 3 4

12. Are adequate process documentation and a monitoring system developed? 1 2 3 4

13. Are both school systems operating at the same level of involvement in the Career Education project? 1 2 3 4

14. Are selected consultants involved in the rethinking of the conceptualization of the Career Education project? 1 2 3 4

OVERALL RECOMMENDATIONS

To what extent:

1. Has a transportable Career Education model for North Carolina been developed? 1 2 3 4

2. Has a Career Education program been developed in Caldwell County and Lenoir City public schools? 1 2 3 4

3. Are the processes for implementing a Career Education program documented and packaged? 1 2 3 4

4. Are guidance activities documented and transportable? 1 2 3 4

5. Have priorities been established by the policy board in terms of project expansion? 1 2 3 4

Additional Comments

OVERALL RECOMMENDATIONS

To what extent:

1.	Has a transportable Career Education model for North Carolina been developed?	1	2	3	4
2.	Has a Career Education program been developed in Caldwell County and Lenoir City public schools?	1	2	3	4
3.	Are the processes for implementing a Career Education program documented and packaged?	1	2	3	4
4.	Are guidance activities documented and transportable?	1	2	3	4
5.	Have priorities been established by the policy board in terms of project expansion?	1	2	3	4

Additional Comments

APPENDIX B

TEACHER CAREER EDUCATION EVALUATION QUESTIONNAIRE, NON-TARGET SCHOOLS, CALDWELL COUNTY, 1973-74

APPENDIX B

TEACHER CAREER EDUCATION EVALUATION QUESTIONNAIRE, NON-TARGET SCHOOLS, CALDWELL COUNTY, 1973-74

To what extent:		To a Great Extent	To Some Extent	To Little Extent	To No Extent	Total
1. Have you participated in the career education program in your school?	K-6	16	23	4	2	45
	7-9	1	4	1		6
	10-12	1	3			4
2. Has the career education staff provided you with assistance in the implementation of your school's career program?	K-6	15	17	12	1	45
	7-9	2	1	1	2	6
	10-12	4				4
3. Are the objectives of your school's career education program adequate?	K-6	19	20	5		44
	7-9	2	2	2		6
	10-12	3	1			4
4. Have you had an opportunity to participate in career education workshops, conferences, faculty meetings or in visitations to other schools?	K-6	10	12	9	13	44
	7-9	1	2	1	2	6
	10-12		2	1	1	4
5. Have you had additional materials as the result of the career education program?	K-6	16	18	8	3	45
	7-9	2	1	1	2	6
	10-12	3	1			4
6. Have you taken any of your students on a field trip through the career education program?	K-6	6	21	6	11	44
	7-9		1		5	6
	10-12	1	1	1	1	4
7. Have you had a resource person visit your classroom as part of the career education program?	K-6	12	19	6	7	44
	7-9	2	2		2	6
	10-12	1	2		1	4
8. Has the career education program assisted in the improvement of the instructional program in your school?	K-6	16	23	5	1	45
	7-9	2	3		1	6
	10-12	2	2			4

9.	Have you correlated any career education activities with other subject areas in your instructional program?	K-6	18	23	3	1	45
		7-9	3	1	1	1	6
		10-12	1	3			4
10.	Would you like to see the career education program continue in your school next year?	K-6	35	9	1		45
		7-9	5			1	6
		10-12	4				4

Career Education Evaluation Questionnaire

Directions: Listed below are a number of questions that will assist in the evaluation of the career education program in your school. Please read each question and indicate your responses according to the following scale by circling the number that best expresses your feelings.

Great - 1
Some - 2
Little - 3
No - 4

Circle grade level taught:

K-6 7-9 10-12

To what extent:

1. Have you participated in the career education program in your school?	1	2	3	4
2. Has the career education staff provided you with assistance in the implementation of your school's career program?	1	2	3	4
3. Are the objectives of your school's career education program adequate?	1	2	3	4
4. Have you had an opportunity to participate in career education workshops, conferences, faculty meetings, or in visitations to other schools?	1	2	3	4
5. Have you had additional materials as the result of the career education program?	1	2	3	4
6. Have you taken any of your students on a field trip through the career education program?	1	2	3	4
7. Have you had a resource person visit your classroom as part of the career education program?	1	2	3	4

8. Has the career education program assisted in the improvement of the instructional program in your school? 1 2 3 4

9. Have you correlated any career education activities with other subject areas in your instructional program? 1 2 3 4

10. Would you like to see the career education program continue in your school next year? 1 2 3 4

9. Have you shared your commercially-made career education teaching materials with other teachers in Lenoir City and Caldwell County? Yes_____ No_____
If yes, indicate the kind of commercially-made career education teaching materials in the space below:

10. Have teachers from other schools in Lenoir City and Caldwell County shared their commercially-made teaching materials with you? Yes_____ No_____
If yes, indicate the kind of commercially-made teaching materials in the space below:

11. Have you attended conferences and workshops that have disseminated career education teaching materials or information? If yes, how many have you attended this school year? Yes_____ No_____
____

12. Are you using teacher-made career education teaching materials in your classroom? Yes_____ No_____
If yes, indicate the kind of commercial materials that you are using in the space below:

2. Did the project staff provide you with commercially-made career education teaching materials? Yes____ No_____
If yes, indicate the kind of commercially-made teaching materials in the space below:

3. Were teacher-made career education teaching materials shared with you by other teachers in your school? Yes_____ No_____
If yes, indicate the kind of teacher-made materials in the space below:

4. Did you share teacher-made career education materials with other teachers in your school? Yes_____ No_____
If yes, indicate the kind of teacher-made materials in the space below:

5. Did teachers from other schools in Lenoir City and Caldwell County share their teacher-made career education materials with you? Yes_____ No_____

6. Did you share your teacher-made career education teaching materials with other teachers in Lenoir City and Caldwell County? Yes_____ No_____
If yes, indicate the kind of teacher-made materials in the space below:

7. Have teachers in your school shared their commercially-made career education teaching materials with you? Yes_____ No_____
If yes, indicate the kind of commercially-made teaching materials in the space below:

8. Have you shared your commercially-made career education teaching materials with other teachers in your school? Yes_____ No_____
If yes, indicate the kind of commercially-made teaching materials in the space below:

6. Have you shared your teacher-made career education materials with other teachers in Lenoir City and Caldwell County? 1 2 3 4

7. Have teachers in your school shared their commercially-made career education materials with you? 1 2 3 4

8. Have you shared your commercially-made career education materials with teachers in your school? 1 2 3 4

9. Have you shared your commercially-made career education materials with other teachers in Lenoir City and Caldwell County? 1 2 3 4

10. Have teachers from other schools in Lenoir City and Caldwell County shared their commercially-made career education materials with you? 1 2 3 4

11. Have workshops or conferences been held to disseminate career education teaching materials or information? 1 2 3 4

12. Are you using teacher-made career education materials in your classroom? 1 2 3 4

13. Are you using commercially-made career education materials in your classroom? 1 2 3 4

Part II

Directions: Please indicate the objective evidence to support your responses in Part I by answering the following questions:

1. Did the project staff provide you with teacher-made career education teaching materials? Yes_____ No_____
If yes, please indicate the kind of teaching materials in the space below:

APPENDIX C

TRANSPORTABILITY SURVEY

Return To:

Dr. T. R. Miller
510 Poe Hall
N. C. State University
Raleigh, N. C.

Transportability of a Career Education Model

DIRECTIONS:

Please indicate your feelings about the transportability of the Caldwell Career Education Model by responding to the following questions: Check one space for each question ---- To what extent could the following elements be implemented in your school?

	GREAT EXTENT	SOME EXTENT	LITTLE EXTENT	NO EXTENT
1. The information on overall administrative Procedures on pages 1-6?				
2. The information on the Career awareness concept on pages 6-11?				
3. The information on the Career Information Concept on pages 12-16?				
4. The information on the Career Exploration Concept on pages 17-22?				
5. The information on the Career Preparation Concept on pages 23-28?				
6. The student activity sheets such as shown on page 42 to page 109?				
7. The 10-12 guidance component, on pages 124-126?				
8. The K-3 guidance component, on pages 117-118?				
9. The 4-6 guidance component, on pages 119-120?				
10. The 7-9 guidance component, on pages 121-123?				

THANK YOU VERY MUCH!

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RETURN TO:

Dr. T. R. Miller
510 Poe Hall
N. C. State University
Raleigh, N. C.

Transportability of a Career Education Model

DIRECTIONS:

Please indicate your feelings about the Transportability of the Caldwell Career Education Model by responding to the following questions. To what extent could the following elements be implemented in your school.

	GREAT EXTENT	SOME EXTENT	LITTLE EXTENT	NO EXTENT
1. The Career Advancement Concept on page 29-33?	1	2	3	4
2. As a whole, the 13th-14th grade component of guidance on page 127?	1	2	3	4
3. The Cognitive Style Mapping, on pages 127-129?	1	2	3	4
4. The computerized vocational information systems on pages 129-130?	1	2	3	4
5. The advisor-advisee system on page 130?	1	2	3	4
6. The student orientation idea on page 130?	1	2	3	4
7. The mini-courses idea, on page 130?	1	2	3	4

APPENDIX D

Career Education

K – 14

Charles E. Waters
Director

Rachel B. Cline
Coordinator

William S. Stone
Coordinator

Don Altieri
Coordinator

Caldwell Career Education

Post Office Box 309

Lenoir, North Carolina 28645

August 5, 1974

MEMO TO: Teachers from Dudley Shoals School, Granite Falls High School, Hudson Elementary School, and Whitnel School

FROM: Charles E. Waters, Director
Caldwell Career Education Project

SUBJECT: Workshops in Career Education

The Career Education Project is sponsoring a sixteen (16) hour inservice workshop to introduce concepts of career education.

There will be three (3) workshops running concurrently from Monday, August 12, 1974 through Thursday, August 15, 1974. The schedule for these workshops will be 8:00 a.m. to 12:00 noon daily. The workshops will carry one (1) unit of renewal credit and each participant will receive a $50.00 stipend. The Early Childhood workshop will be held at Hudson Elementary School, the Elementary workshop will be held at Whitnel School, and the High School workshop will be held at Granite Falls High School.

You are invited to be a participant at the workshop related to your teaching assignment. The central office staff and local school personnel who have had successful career education experiences will be conducting the workshops.

I am enclosing a copy of the career education workshop schedule for your consideration. I hope you will be able to participate in one of these workshops.

cp

Enclosure

"Infusing career education with the curriculum"

CAREER EDUCATION IN-SERVICE WORKSHOP FOR PRIMARY TEACHERS

SCHEDULED ACTIVITIES

FIRST DAY

9:00 - 9:30 a.m.	Philosophy of Career Education
9:30 - 10:00 a.m.	Career Education Workshop Overview and Slide Presentation
10:00 - 10:15 a.m.	BREAK
10:15 - 12:00	Career Education Concept Implementation Procedures
1:00 - 2:00 p.m.	Individual Work on Teacher-Made Career Education Instructional Materials

SECOND DAY

9:00 - 10:00 a.m.	Methods and Techniques of Implementing Career Education into the Curriculum
10:00 - 10:15 a.m.	BREAK
10:00 - 12:00	Career Education Resource Persons' Presentation

THIRD DAY

9:00 - 10:00 a.m.	Utilization of Field Trips as a Teaching Method (1) How to introduce field trip (2) Preparing for trip (3) Follow-up activities of trip (4) Correlation of trip with subject area
10:00 - 10:15 a.m.	BREAK
10:15 - 12:00	Utilization of Community Resource Persons (1) Methods of using community resource people (2) Locating community resource people (3) Correlation of community resource persons' presentation to subject area

FOURTH DAY

9:00 - 10:00 a.m.	Development of Career Materials (1) Learning Activity Packets (2) Activity Sheets (3) Career Units
10:00 - 10:15 a.m.	BREAK
10:15 - 12:00	Source of Career Education Materials Free Materials Caldwell County Resource Materials

EVALUATION: Each participant will develop a learning activity packet and/or five (5) activity sheets and/or an Instructional unit including career education concepts. Participants' involvement will be evaluated by quality of materials developed.

CAREER EDUCATION IN-SERVICE WORKSHOP FOR ELEMENTARY TEACHERS

SCHEDULED ACTIVITIES

FIRST DAY

9:00 - 9:30 a.m.	Philosophy of Career Education
9:30 - 10:00 a.m.	Career Education Workshop Overview and Slide Presentation
10:00 - 10:15 a.m.	BREAK
10:15 - 12:00	Career Education Concept Implementation Procedures
1:00 - 2:00 p.m.	Individual Work on Teacher-Made Career Education Instructional Materials

SECOND DAY

9:00 - 10:00 a.m.	Methods and Techniques of Implementing Career Education into the Curriculum
10:00 - 10:15 a.m.	BREAK
10:00 - 12:00	Career Education Resource Persons' Presentation

THIRD DAY

9:00 - 10:00 a.m.	Utilization of Field Trips as a Teaching Method (1) How to introduce field trip (2) Preparing for trip (3) Follow-up activities of trip (4) Correlation of trip with subject area
10:00 - 10:15 a.m.	BREAK
10:15 - 12:00	Utilization of Community Resource Persons (1) Methods of using community resource people (2) Locating community resource people (3) Correlation of community resource persons' presentation to subject area

FOURTH DAY

9:00 - 10:00 a.m. Development of Career Materials

(1) Learning Activity Packets
(2) Activity Sheets
(3) Career Units

10:00 - 10:15 a.m. BREAK

10:15 - 12:00 Source of Career Education Materials
Free Materials
Caldwell County Resource Materials

EVALUATION: Each participant will develop a learning activity packet and/or five (5) activity sheets and/or an Instructional unit including career education concepts. Participants' involvement will be evaluated by quality of materials developed.

CAREER EDUCATION IN-SERVICE WORKSHOP FOR HIGH SCHOOL TEACHERS

SCHEDULED ACTIVITIES

FIRST DAY

9:00 - 9:30 a.m.	Philosophy of Career Education
9:30 - 10:00 a.m.	Career Education Workshop Overview and Slide Presentation
10:00 - 10:15 a.m.	BREAK
10:15 - 12:00	Career Education Concept Implementation Procedures
1:00 - 2:00 p.m.	Individual Work on Teacher-Made Career Education Instructional Materials

SECOND DAY

9:00 - 10:00 a.m.	Methods and Techniques of Implementing Career Education into the Curriculum
10:00 - 10:15 a.m.	BREAK
10:00 - 12:00	Career Education Resource Persons: Presentation

THIRD DAY

9:00 - 10:00 a.m.	Utilization of Field Trips as a Teaching Method (1) How to introduce field trip (2) Preparing for trip (3) Follow-up activities of trip (4) Correlation of trip with subject area
10:00 - 10:15 a.m.	BREAK
10:15 - 12:00	Utilization of Community Resource Persons (1) Methods of using community resource people (2) Locating community resource people (3) Correlation of community resource persons' presentation to subject area

FOURTH DAY

9:00 - 10:00 a.m. Development of Career Materials

(1) Learning Activity Packets
(2) Activity Sheets
(3) Career Units

10:00 - 10:15 a.m. BREAK

10:15 - 12:00 Source of Career Education Materials
Free Materials
Caldwell County Resource Materials

EVALUATION: Each participant will develop a learning activity packet and/or five (5) activity sheets and/or an Instructional unit including career education concepts. Participants' involvement will be evaluated by quality of materials developed.

APPENDIX E

A PROPOSED
JUNIOR HIGH SCHOOL PLAN
FOR
CALDWELL COUNTY

Submitted by a
Consultants' Committee of the
College of Learning and Human Development

Dr. Alvin Hooks
Dr. Joyce Lawrence
Dr. Kenneth McEwin
Dr. Andy Miller
Dr. Guy Swain

May, 1975

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INTRODUCTION

This report is submitted to school officials of Caldwell County in response to their request for assistance in planning the Junior High School Program. It is recognized that plans received from a committee outside the consolidated area of the Caldwell County School System should be tentative and open to the scrutiny and criticism of school officials. The plan does represent, however, many hours of research, dialogue, and writing in order to achieve what the committee believes to be the best possible educational plan for students.

The county school officials are to be commended for their foresight in planning well ahead of the schools' opening. The 1975-76 school year will allow ample time for involving the school system and the community in a program of goal clarification and information seeking. Staff development, particularly including the principals of all five schools, can be comprehensive with a full year for implementation.

We believe the plan as outlined will provide a good foundation for Caldwell County and we stand ready to assist in any future deliberations and/or implementation. It is our sincere belief that the Junior High students of 1976-77 can look forward to an exciting and constructive educational experience!

RATIONALE

A school program is only as good as the individuals who have the responsibility of carrying out the instructional and supportive activities outlined in the curriculum. No instructional goal can reach its maximum potential until intelligent, enthusiastic, and skillful teachers apply their instructional "know how". However, in order to enhance the position of the teacher and the student, every effort must be made to help the professional staff in planning and executing the school program.

To maximize the availability of quality educational opportunities for the young people of Caldwell County, the school staff realizes that it must continue to strive to be responsive to the many needs of education in this community. The implementation of the junior high school concept is simply another significant step in the task to develop the very best possible school program for the patrons of Caldwell County's school system.

There are in today's society, dynamic instructional programs designed to facilitate continuous progress in learning. One of these is the Junior High School Program. This program is for students ranging from 10 to 15 years of age with 11 through 14 being the most typical. Emphasis is based on the premise that learning is basically individual and each student's success depends a great deal on the amount of individual initiative and responsibility put forth.

Before considering a program for transescents, it should be helpful to review some of their major characteristics. Their unique traits must be carefully considered in curriculum planning if a quality program is to be developed and successfully implemented. Some of the major characteristics are:

(a) increased intellectual abilities and mental prowess

(b) physical change -- these changes are arriving earlier than in previous years

(c) craving for peer approval and acceptance

(d) need to master a new physical body

(e) need to assert independence and autonomy

(f) idealism

(g) emotions strong and often changing

(h) need to restructure systems of values

Many other characteristics of emerging adolescence can be listed. However, the only common trait that all transescents have is change itself. It is also significant to point out that the junior high school years offer final opportunities for teachers to significantly affect the self-concepts of students.

The junior high school grades should provide an environment where the child, not the program, is most important and where opportunities to succeed exists. The Junior High School Program should offer exciting opportunities for students to develop to their maximum potential. Such an instructional strategy requires the diagnosis of educational needs of each student, prescriptions of appropriate options to meet those needs, and the evaluation of student progress toward the prescribed objectives. In addition these learning experiences should provide for a gradual transition from the typical self-contained classroom to the highly departmentalized senior high school.

Individual differences are most pronounced at this age level. Forcing students into rigid chronological grouping patterns ignores developmental characteristics and defeats the effectiveness of educational planning. The end results of these traditional programs can best be observed by examining research concerning drop-out rates and other indicators of success or failure in the junior high school grades. It is essential that each student be allowed to move through sequential learning activities at his own rate if his potential is to be reached. The Caldwell County Program has been designed to provide ample opportunities for the success of each student. Enhanced self-concept and increased academic achievement are at the center of the activities of the junior high school.

A curriculum for the junior high school student is designed to recognize the uniqueness of the growth stage spanning the transition from childhood to adolescence. The characteristics of the Junior High School Program include the following:

(a) the program is child-centered rather than subject-centered

(b) emphasis is on learning how to learn rather than learning a specific body of information

(c) emphasis is on a creative exploration rather than just a mastery of concepts and skills

(d) emphasis is on student self-direction, under expert guidance rather than strict adherence to the teacher-made lesson plan

(e) students are expected to develop some responsibility for their own learning *(f) has flexibility in the daily schedule*

(g) there are variable group sizes

(h) team teaching is more frequently used rather than just one teacher for one class

(i) the emphasis is on a self-paced approach to learning with students progressing at different rates rather than a textbook approach with all students on the same page at the same time.

A Junior High School Program is designed to foster the intellectual, social and emotional growth of children without snatching their childhood from them.

The junior high school offers the opportunity to the Caldwell County School System to develop curricular programs, materials, methods and techniques appropriate for each child from 11 to 15. Strong consideration should be given to a curriculum which allows team teaching in planning, both with interdiscipline, small and large group instruction, independent study, new scheduling procedures, student tutorial programs, learning centers and an extensive use of the learning resource center.

CURRICULUM

Recommendations for the Caldwell County Junior High Plan are both tentative and open. Three factors of importance in the development of a final curriculum plan are:

(a) the community's total program of schooling (that is, elementary through high school)

(b) the characteristics of the population to be served; and

(c) involvement of the faculties in the curriculum decision-making process.

With these three considerations in mind the Consultants' Committee will project hypothetical, yet ideal, curriculum recommendations.

The total program of learning opportunities which make up the curriculum may be classified into three major areas; organized knowledge, skills for continued learning, and personal development. Recommendations within these three major categories include as "A" - a highly recommended option. In some instances, a "B" is given as an alternative. In the view of the Consultants' Committee, the implementation of all "A" recommendations would provide the Caldwell County Junior High Program with the strongest, most potent curriculum plan.

Topics include:
- Social Studies
- Language Arts
- Science
- Health
- Mathematics
- Career Education
- Occupational Education
- Exploratory/Electives
- Cultural Arts
- Physical Education
- Values Education
- Reading Program
- Special Education
- Interest Classes
- Clubs
- Independent Study

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I. *Learning opportunities in Language Arts, Social Studies, Mathematics and Science.*

  A. *An interdisciplinary team of four members, one from each of the above cognate areas, form the core curriculum team of the Junior High. All plans are cooperatively made, with team members providing leadership in their areas of expertise. It is further recommended that multi-age grouping be carried out in these interdisciplinary units.*

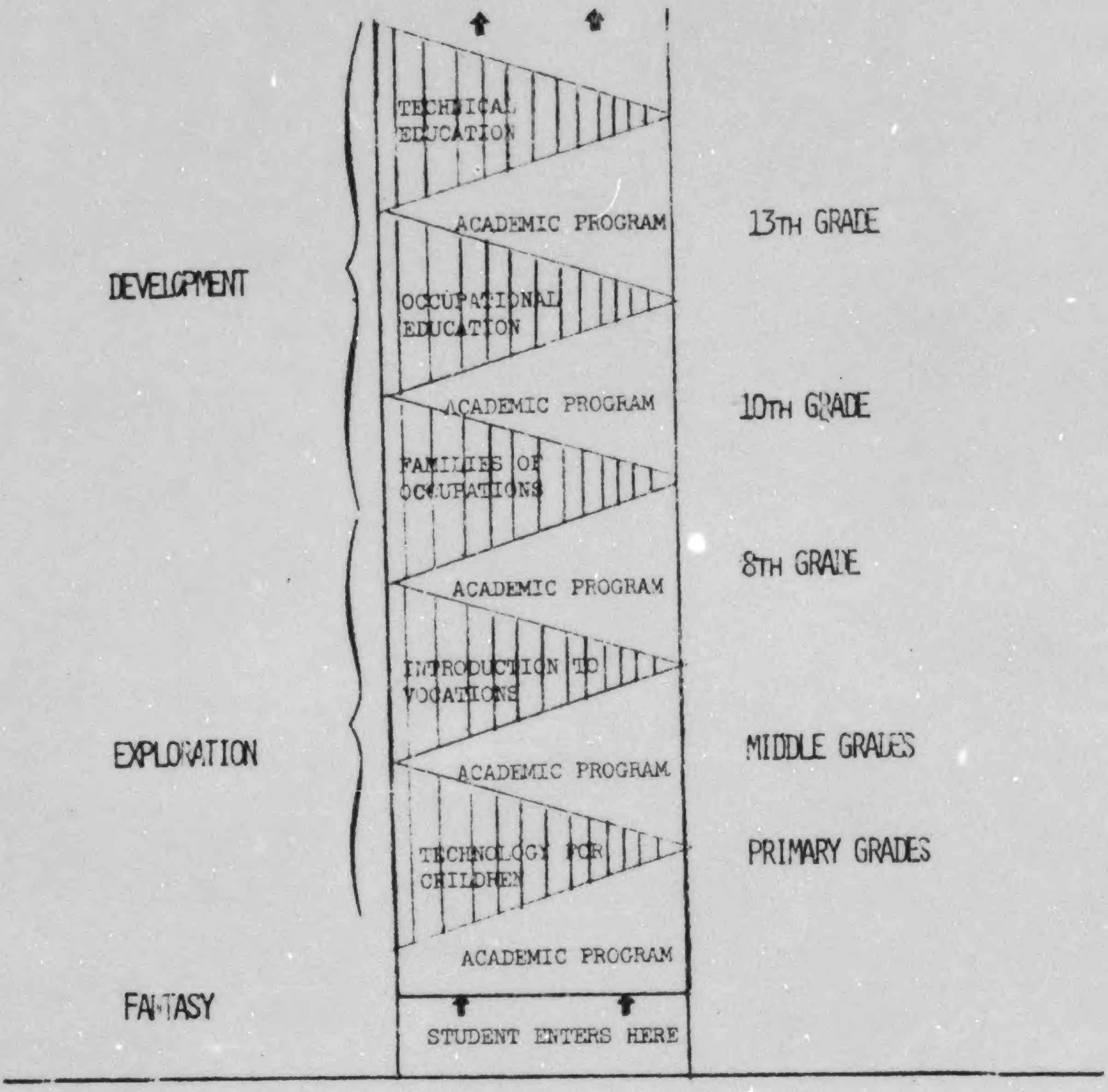
  B. *An option to "A" above provides two team members to cooperatively plan Language Arts and Social Studies. A second two-member team plans Mathematics and Science experiences.*

II. *Learning Opportunities in Career Education*

  A. *The Consultants' Committee agrees with authorities who believe career education is no longer a question of "either-or", of vocational or academic education. To be truly effective, career education is properly integrated at all levels of public education. By focusing on the student's direct experiences as primary resources, these programs provide "hands-on" experiences for the application of what is known and for the exploration of the unknown. Using the arts and sciences in real-life situations, career education stresses active involvement in the learning process.*

  The Committee believes career education at the Junior High level can provide a meaningful program for a greater number of students and reduce the number of academic and social dropouts. It is recommended that career education be an integral part of the total instructional program. Exploratory courses in career education should be initiated so that Junior High students can have experiences that will assist them in making appropriate choices.

THE CAREER DEVELOPMENT PROGRAM



TECHNICAL EDUCATION
ACADEMIC PROGRAM
13TH GRADE
DEVELOPMENT
OCCUPATIONAL EDUCATION
ACADEMIC PROGRAM
10TH GRADE
FAMILIES OF OCCUPATIONS
8TH GRADE
ACADEMIC PROGRAM
INTRODUCTION TO VOCATIONS
EXPLORATION
MIDDLE GRADES
ACADEMIC PROGRAM
TECHNOLOGY FOR CHILDREN
PRIMARY GRADES
ACADEMIC PROGRAM
FANTASY
STUDENT ENTERS HERE

Integration into the educational system.

TAKEN FROM A BOOK BY DWIGHT ALLEN & JEFFREY HECHT.

III. Exploratory/Elective Choices in the Junior High School

A. The Consultants' Committee feels that each student in the middle grades should have the opportunity to learn about his/her interests in many areas in order to decide upon appropriate courses in the secondary school. Students in the middle grades are not ready for concentrated, specialized courses. However, they can benefit from mini-exploratory courses available to all Junior High students. The areas of industrial education, foreign language, home economics and business education seem especially appropriate.

IV. Cultural Arts

A. An expansion of the Junior High learners' experiences into areas of the visual arts, music, drama and creative expression is essential for enhancing personal development and learning. Planned opportunities in cultural arts are an integral part of a balanced curriculum.

V. Physical Education

A. The Committee recommends that the physical education program not be highly competitive at the Junior High level. Research shows that youth of this age are not ready for serious pressures. It is recommended that the physical education program center on activities that help students understand their bodies and that it be strong in the area of intramural activities. It is also suggested that lifetime sports be emphasized whenever possible. The physical education program should be for all students, not just the talented few. The physical education program should not be denied to any student no matter what his/her degree of ability. Because of these reasons, the Committee recommends that interscholastic sports be deemphasized. Activities such as field days or challenge games with neighborhood schools would be emphasized. Such activities can heighten school spirit if handled correctly.

VI. Values Education

A. The value crisis in our society insists that schools accept a share of developing humane, responsible citizens. Junior High learners are at an important age of their development to examine attitudes and behaviors in a planned program of learning experiences. The important issues of values clarification and moral reasoning are essential for Junior High learning.

All teachers should be skilled in these areas, but special competencies are essential in home-base, social studies and guidance personnel.

VII. Special Programs

A. This area may be defined as one reaching the special needs of learners and staffed by persons with expertise in those areas. Included would be the areas of reading, music (band and chorus) and special education. Special teachers would be needed in these areas.

Inclusion of these special program areas into the planned program of learning opportunities in no way negates their consideration within the regular program. Examples include: reading, which is obviously a part of language arts, but also an important area demanding special emphasis for some students; music, which is a component of several other curriculum areas, but may also be considered a special program when it involves skills building of the kind needed for band and chorus; and special education which does not ignore the mainstreaming concept where feasible but may also call for special services.

VIII. Interest Classes and Clubs

A. Some Junior High age youth are still children and are not ready for more sophisticated social activities. Others are more advanced and are adolescents with strong interests in social contacts with members of the opposite sex. Because of this diversity, the Junior High fosters activities that allow students to develop the social skills they need as individuals and members of a larger group. In order to develop social skills and broaden interests, the Committee recommends that special interest classes and clubs be formed. These special classes and clubs should have great variety so that all students will be able to participate successfully.

Examples of types of classes and clubs are listed below:

Interest Classes:

Beginning Knitting
Camping
Photography
Cooking
Tumbling
Model Building
Needlepoint
Film Making

Interest Clubs:

- Antique Club
- Art Club
- Campus Beautification
- Debate Club
- Reading Club
- Shop Club
- Wildlife Club
- Collectors Club
- Drama Club
- Ecology Club
- Lifetime Sports Club
- Music Club
- Weight Watchers Club

XI. Independent Study

A. A planned, scheduled and coordinated program of independent study is a viable component of the curriculum. It may be pursued as an integral part of organized knowledge, learners' interests, or learning skills. All Junior High students should have the opportunity to experience independent study during the regular school day.

During independent study time, the students will concentrate on individual assignments which consist of wide choices concerning academic content, library resources, the individual pace for accomplishing tasks and the various levels explored. The students work as independently as possible. The teacher is available to suggest alternate sources and activities if students encounter problems they cannot solve. After an assignment is complete, it is carefully diagnosed and individual skill exercises are assigned in areas of weaknesses.

Further materials which explain the independent study process are found in the Appendices.

THE JUNIOR HIGH SCHOOL MASTER SCHEDULE

The implementation of the school curriculum is made possible through the organizational structure of the school commonly referred to as the school schedule. There are those who say that the junior high school school schedule is the most difficult schedule to develop. Certainly if the needs of the age group involved are going to be reached, the schedule must provide for many alternatives. Thus, the schedule becomes a vehicle for helping to implement the school philosophy. Since the principal will normally provide the leadership for carrying out a school's philosophy, his personal philosophy plays a key part in the schedule making process. If the principal is committed to providing an exciting program for junior high youth, he will surmount many of the "road blocks" which often prevent bringing about change through traditional scheduling. To build a schedule with many alternatives, there must be a total commitment. It requires time, experimentation and the ability to make compromises.

The schedule presented in this paper is one model that may be expanded or contracted. It is possible to have interdisciplinary teams of two/four teachers or teachers teaching in self-contained situations. Students may be brought together through multigrading, multiaging or by grade levels. In other words, it is possible to bring any size group together for any purpose at any time depending on the creativity of the schedule maker.

Although compromises have to be constantly made to provide for the needs of the junior high group, this schedule provides for intramurals and special interest activities. These activities, which are considered so important for active youth, do take time from the basic subjects. Hopefully, this total involvement of students will help them to adapt better to the more academic courses. The activities are offered during the 90 minutes lunch period in order to provide the flexibility for lunch, intramurals and activities.

The time allotted for elective choices and exploratory courses is another example of compromise. However, depending on the philosophy of the school, it would be possible to combine these two periods for certain courses for a semester or longer.

Many innovative and traditional junior high schools today are alternating or rotating periods daily for the purpose of providing variety in the daily life of a student. The "A" and "B" schedules in this paper are designed to provide these benefits.

Student choices are most important in the development of a master schedule, and a spring registration program is recommended. This gives students an opportunity to make selections based on their particular interests which are built into the master schedule. One exemplary spring registration program for a junior high school is located at Laramie Junior High School, Laramie, Wyoming. A sample of the forms used is located in the appendices.

JUNIOR HIGH SCHOOL SCHEDULE

MULTIGRADED/MULTIAGING - GRADES 7-8-9

A -DAY

10 MIN.	HOMEROOM
80 MIN.	LANGUAGE ARTS SOCIAL STUDIES
80 MIN.	MATH SCIENCE HEALTH
90 MIN.	INTRAMURALS LUNCH SPECIAL INTEREST ACTIVITIES/CLUBS
40 MIN.	PHYSICAL EDUCATION
40 MIN.	EXPLORATORY ELECTIVE CHOICES
40 MIN.	EXPLORATORY SEMESTER COURSES

THIS SCHEDULE IS DESIGNED FOR INTERDISCIPLINARY TEAMS OF EITHER TWO OR FOUR TEACHERS IN THE BASIC COURSES. IT IS ALSO DESIGNED TO PROVIDE AS MUCH FLEXIBILITY AS POSSIBLE AND STILL MAINTAIN A DESIRED LEVEL OF STRUCTURE. A STUDENT WHO FOLLOWS "A" SCHEDULE ON MONDAY WILL FOLLOW "B" SCHEDULE ON TUESDAY A STUDENT WHO FOLLOWS "B" SCHEDULE ON MONDAY WILL FOLLOW "A" SCHEDULE ON TUESDAY. THE SEQUENCE IS NOT BROKEN ON WEEKENDS OR FOLLOWING THE LOSS OF A SCHOOL DAY.

JUNIOR HIGH SCHOOL SCHEDULE

MULTIGRADED/MULTIAGING - GRADES 7-8-9
B - DAY

10 MIN.	HOMEROOM
40 MIN.	EXPLORATORY ELECTIVE CHOICES
40 MIN.	EXPLORATORY SEMESTER COURSES
40 MIN.	PHYSICAL EDUCATION
40 MIN.	HOME BASE GROUP GUIDANCE - VALUES EDUCATION - INDEPENDENT STUDY ASSEMBLY PROGRAMS
90 MIN.	INTRAMURALS LUNCH SPECIAL INTEREST ACTIVITIES/CLUBS
80 MIN.	LANGUAGE ARTS SOCIAL STUDIES
	LANGUAGE ARTS SOCIAL STUDIES
40 MIN.	MATH

JUNIOR HIGH SCHOOL SCHEDULE

MULTIGRADED/MULTIAGING - GRADES 7-8-9
A -DAY

10 MIN.	7TH & 8TH HOMEROOMS	9TH HOMEROOM
80 MIN.	LANGUAGE ARTS SOCIAL STUDIES	LANGUAGE ARTS SOCIAL STUDIES
80 MIN.	MATH SCIENCE HEALTH	MATH SCIENCE HEALTH
90 MIN.	INTRAMURALS LUNCH - SPECIAL INTEREST - ACTIVITES CLUBS	LUNCH INTRAMURALS ACTIVITIES CLUBS
40 MIN.	PHYSICAL EDUCATION	PHYSICAL EDUCATION
40 MIN.	EXPLORATORY ELECTIVE CHOICES	EXPLORATORY ELECTIVE CHOICES
40 MIN.	EXPLORATORY SEMESTER COURSES	EXPLORATORY SEMESTER COURSES

JUNIOR HIGH SCHOOL SCHEDULE

GRADES 7-8-9

A - DAY

10 MIN.	7TH HOMEROOM	8TH HOMEROOM	9TH HOMEROOM
80 MIN.	LANGUAGE ARTS SOCIAL STUDIES	LANGUAGE ARTS SOCIAL STUDIES	LANGUAGE ARTS SOCIAL STUDIES
80 MIN.	MATH SCIENCE HEALTH	MATH SCIENCE HEALTH	MATH SCIENCE HEALTH
90 MIN.	LUNCH INTRAMURALS ACTIVITIES/CLUBS	LUNCH INTRAMURALS ACTIVITIES/CLUBS	LUNCH INTRAMURALS ACTIVITIES/CLUBS
40 MIN.	PHYSICAL EDUCATION	PHYSICAL EDUCATION	PHYSICAL EDUCATION
40 MIN.	EXPLORATORY ELECTIVE CHOICES	EXPLORATORY ELECTIVE CHOICES	EXPLORATORY ELECTIVE CHOICES
40 MIN.	EXPLORATORY SEMESTER COURSES	EXPLORATORY SEMESTER COURSES	EXPLORATORY SEMESTER COURSES

SAMPLE STUDENT SCHE

		MONDAY	TUESDAY	WEDNESDAY	THURSDAY
	8:20 - 8:30	HOMEROOM	HOMEROOM	HOMEROOM	HOMEROOM
80 MIN	1ST PERIOD	SS-LA	EXPLORATORY ELECTIVE CHOICES	SS-LA	EXPLORATOR ELECTIVE CHO
	2ND PERIOD	SS-LA	EXPLORATORY	SS-LA	EXPLORATOR
80 MIN	3RD PERIOD	MATH SCIENCE HEALTH	PE	MATH SCIENCE HEALTH	PE
	4TH PERIOD	MATH SCIENCE HEALTH	GROUP GUIDANCE	MATH SCIENCE HEALTH	GROUP GUIDANCE
90 MIN	5TH PERIOD	INTRA-MURALS LUNCH	LUNCH SPEC. INT. ATH./CLUBS	IND. STUDY LUNCH IND. STUDY	LUNCH SPEC. INT. ATH./CLUBS
40 MIN	6TH PERIOD	PE	SS-LA	PE	SS-LA
40 MIN	7TH PERIOD	EXPLORATORY ELECTIVE CHOICES	SS-LA	EXPLORATORY ELECTIVE CHOICES	SS-LA
40 MIN	8TH PERIOD	EXPLORATORY	MATH	EXPLORATORY	MATH

SAMPLE STUDENT SCHEDULE

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
HOMEROOM	HOMEROOM	HOMEROOM	HOMEROOM	HOMEROOM
SS-LA	EXPLORATORY ELECTIVE CHOICES	SS-LA	EXPLORATORY ELECTIVE CHOICES	SS-LA
SS-LA	EXPLORATORY	SS-LA	EXPLORATORY	SS-LA
MATH SCIENCE HEALTH	PE	MATH SCIENCE HEALTH	PE	MATH SCIENCE HEALTH
MATH SCIENCE HEALTH	GROUP GUIDANCE	MATH SCIENCE HEALTH	GROUP GUIDANCE	MATH SCIENCE HEALTH
INTRA-MURALS LUNCH	LUNCH SPEC. INT. ATH./CLUBS	IND. STUDY LUNCH IND. STUDY	LUNCH SPEC. INT. ATH./CLUBS	IND. STUDY LUNCH IND. STUDY
PE	SS-LA	PE	SS-LA	PE
EXPLORATORY ELECTIVE CHOICES	SS-LA	EXPLORATORY ELECTIVE CHOICES	SS-LA	EXPLORATORY ELECTIVE CHOICES
EXPLORATORY	MATH	EXPLORATORY	MATH	EXPLORATORY

TEACHER-STUDEN

		MONDAY	TUESDAY	WEDNESDAY
		HOMEROOM	HOMEROOM	HOMEROOM
80 MIN	1ST PERIOD	LA	LA	LA
	2ND PERIOD	LA	*PLANNING	LA
80 MIN	3RD PERIOD	LA	LA	LA
	4TH PERIOD	LA	LA	LA
90 MIN	5TH PERIOD	IND.STUDY LUNCH IND.STUDY	LUNCH SPEC.INT. ATH./CLUBS	IND.STUDY LUNCH IND.STUDY
40 MIN	6TH PERIOD	*PLANNING	LA	PLANNING
40 MIN	7TH PERIOD	LA	LA	LA
40 MIN	8TH PERIOD	LA	LA	LA

* TEACHER TEAMS WILL PLAN AFTER SCH

TEACHER-STUDENT SCHEDU

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	HOMEROOM	HOMEROOM	HOMEROOM	HOMEROOM	HOMERO
1st PERIOD	LA	LA	LA	LA	LA
2nd PERIOD	LA	*PLANNING	LA	*PLANNING	LA
3rd PERIOD	LA	LA	LA	LA	LA
4th PERIOD	LA	LA	LA	LA	LA
5th PERIOD	IND.STUDY LUNCH IND.STUDY	LUNCH SPEC.INT. ATH./CLUBS	IND.STUDY LUNCH IND.STUDY	LUNCH SPEC.INT. ATH./CLUBS	IND.ST LUNCH IND.ST
6th PERIOD	*PLANNING	LA	PLANNING	LA	*PLANNI
7th PERIOD	LA	LA	LA	LA	LA
8th PERIOD	LA	LA	LA	LA	LA

* TEACHER TEAMS WILL PLAN AFTER SCHOOL

LUNCH - SPECIAL ACTIVITIES SCHEDULE

		30 MINUTES	30 MINUTES	30 MINUTES
7TH GRADE	MON	LUNCH	INTRAMURALS	INTRAMURALS
	TUE	SPECIAL INTEREST CLUBS	SPECIAL INTEREST COURSE	LUNCH
	WED	INDEPENDENT STUDY	LUNCH	INDEPENDENT STUDY
	THU	LUNCH	INTEREST CLUBS	INTEREST CLUBS
	FRI	INDEPENDENT STUDY	INDEPENDENT STUDY	LUNCH
8TH GRADE	MON	INDEPENDENT STUDY	INDEPENDENT STUDY	LUNCH
	TUE	SPECIAL INTEREST COURSE	SPECIAL INTEREST COURSE	LUNCH
	WED	LUNCH	INTRAMURALS	INTRAMURALS
	THU	INTEREST CLUBS	INTEREST CLUBS	LUNCH
	FRI	INDEPENDENT STUDY	LUNCH	INDEPENDENT STUDY
9TH GRADE	MON	INDEPENDENT STUDY	LUNCH	INDEPENDENT STUDY
	TUE	SPECIAL INTEREST COURSE	SPECIAL INTEREST COURSE	LUNCH
	WED	IND.STUDY	IND.STUDY	LUNCH
	THU	SPECIAL INTEREST COURSE	SPECIAL INTEREST COURSE	LUNCH
	FRI	LUNCH	INTRAMURALS	INTRAMURALS

STUDENTS MAY BE SCHEDULED IN INTRA-MURALS, SPECIAL INTEREST COURSES, INTEREST CLUBS, INDEPENDENT STUDY AND LUNCH BY GRADES, MULTI-AGING, AND/OR SPECIAL INTEREST.

STAFFING

The number of suggested faculty and support allotment should allow each school to offer a complete learning program to each child. Local support is requested mainly in the area of teacher aides, additional janitors and maids and a total of seven full-time teachers.

The break down of allotment of teachers and supporting staff is divided into regular ADA allotment (NC), one teacher allotted from the state for each 15 employed, special full-time state allotted in special areas, a combination of federal-state-local allotted salaries (combination) and teachers and supporting staff paid completely from local funds (local).

STAFFING-GAMEWELL COLLETTSVILLE JUNIOR HIGH SCHOOL

Enrollment - 708

	NC	NC	Combination	Local
Principal	1(R)			
Assistant Principal	1(R)			
Guidance Counselor		1 1/2(Sp)		
Special Education		1 1/2(Sp)		
Music	1(R)			
Art	1(R)			
Physical Education				
Men	1(R)			1/2
Women	1(R)			1/2
T & I			3	
Home Economics			2	
Reading Specialist		2(Sp)		
Typing	1(R)			
Librarian	1(R)			
Social Studies	4(R)			
Language Arts	4(R)			
Science	4(R)			
Mathematics	4(R)			
Driver Training		1(Sp)		
Foreign Language				1
	24(R)	6(Sp)	5(C)	2(L)

TOTAL - 37 Faculty

Supporting Staff				
Library Assistant				1
Aides				4
Janitors	1			1
Maids	1			1
Secretary	1			
	3			7

TOTAL - 10 Supporting Staff

ALLOTMENT-GAMEWELL COLLETTSVILLE JUNIOR HIGH SCHOOL

Allotment	NC Regular	NC Special	Combination	Local
1-30 students =	23			
1-15 faculty =	1			
	24			
Guidance Counselor		1 1/2		
Special Education		1 1/2		
Reading Specialist		2		
Driver Training		1		
		6		
Physical Education				
Men				1/2
Women				1/2
Foreign Language				1
				2
T & I			3	
Home Economics			2	
1/3 Local			5	
1/3 NC				
1/3 Federal				

TOTAL - 37 Faculty

STAFFING-GRANITE FALLS JUNIOR HIGH SCHOOL, LENOIR-GREENHAVEN JUNIOR HIGH SCHOOL

Enrollment - 614
Enrollment - 609

	NC	NC	Combination	Local
Principal	1(R)			
Assistant Principal	1(R)			
Guidance Counselor		1(Sp)		
Special Education		1 1/2(Sp)		
Music	1(R)			
Art	1(R)			
Physical Education				
Men	1(R)			
Women	1(R)			
T & I			2	
Home Economics			1	
Reading Specialist		1 1/2(Sp)		
Typing	1(R)			
Librarian	1(R)			
Social Studies	3(R)			
Language Arts	3(R)			
Science	3(R)			
Mathematics	3(R)			
Driver Training		1(Sp)		
Foreign Language	1(R)			
	21(R)	5(Sp)	3	

TOTAL - 29 Faculty

Supporting Staff

	NC	NC	Combination	Local
Library Assistant				1
Aides				4
Janitors	1			1
Maids	1			1
Secretary	1			
	3			7

TOTAL - 10 Supporting Staff

ALLOTMENT-GRANITE FALLS JUNIOR HIGH SCHOOL, LENOIR-GREENHAVEN JUNIOR HIGH SCHOOL

Allotment	NC Regular	NC Special	Combination	Local
1-30 students =	20			
1-15 faculty =	1			
	21			
Guidance Counselor		1		
Special Education		1 1/2		
Reading Specialist		1 1/2		
Driver Training		1		
		5		
T & I			2	
Home Economics			1	
1/3 Local			3	
1/3 NC				
1/3 Federal				

TOTAL - 29 Faculty

ALLOTMENT-HUDSON JUNIOR HIGH SCHOOL

	NC Regular	NC Special	Combination	Local
Allotment 1-30 students =	36			
1-15 faculty =	2			
	38			
Guidance Counselor		2		
Special Education		2		
Reading Specialist		3		
Driver Training		1 1/2		
		8 1/2		
Foreign Language				1 1/2
				1 1/2
T & I			4	
Home Economics			2	
1/3 Local			6	
1/3 NC				
1/3 Federal				

TOTAL - 54 Faculty

STAFFING-HUDSON JUNIOR HIGH SCHOOL

Enrollment - 1100

	NC	NC	Combination	Local
Principal	1(R)			
Assistant Principal	1(R)			
Guidance Counselor		2(Sp)		
Special Education		2(Sp)		
Music	1 1/2(R)			
Art	1(R)			
Physical Education				
Men	3(R)			
Women	3(R)			
T & I			4	
Home Economics			2	
Reading Specialist		3(Sp)		
Typing	1 1/2(R)			
Librarian	2(R)			
Social Studies	6(R)			
Language Arts	6(R)			
Science	6(R)			
Mathematics	6(R)			
Driver Training		1 1/2		
Foreign Language				1 1/2
	38(R)	8 1/2(Sp)	6(C)	1 1/2(L)

TOTAL - 54 Faculty

Supporting Staff

Library Assistant				1
Aides				6
Janitors	2			1
Maids	1			1
Secretary	1			1
	4			10

TOTAL - 14 Supporting Staff

STAFFING-LENOIR WILLOW STREET JUNIOR HIGH SCHOOL

Enrollment - 797

	NC	NC	Combination	Local
Principal	1(R)			
Assistant Principal	1(R)			
Guidance Counselor		1 1/2(Sp)		
Special Education		2(Sp)		
Music	1(R)			
Art	1(R)			
Physical Education				
Men	2(R)			
Women	2(R)			
T & I			3	
Home Economics			2	
Reading Specialist		2(Sp)		
Typing	1(R)			
Librarian	1(R)			1/2
Social Studies	5(R)			
Language Arts	5(R)			
Science	4(R)			1
Mathematics	4(R)			1
Driver Training		1(Sp)		
Foreign Language				1
	28(R)	6 1/2(Sp)	5(C)	3 1/2(L)

TOTAL - 43 Faculty

Supporting Staff

Library Assistant				1
Aides				4
Janitors	1			1
Maids	1			1
Secretary	1			1/2
	3			7 1/2

TOTAL - 10 1/2 Supporting Staff

ALLOTMENT-LENOIR WILLOW STREET JUNIOR HIGH SCHOOL

Allotment	NC Regular	NC Special	Combination	Local
1-30 students =	26			
1-15 faculty =	2			
	28			
Guidance Counselor		1 1/2		
Special Education		2		
Reading Specialist		2		
Driver Training		1		
		6 1/2		
Librarian				1/2
Science				1
Mathematics				1
Foreign Language				1
				3 1/2
T & I			3	
Home Economics			2	
1/3 Local			5	
1/3 NC				
1/3 Federal				

TOTAL - 43 Faculty

FACILITIES

The suggested arrangement of rooms is designed to foster little schools within a school learning. It allows, wherever possible for students to move between Social Studies - Language Arts - Mathematics - Science at the team of teachers direction. It allows for controlled movement which will lend itself to non-graded teaching based on student needs and allows students to progress at their own rate of learning ability.

Wherever possible, special education students and students needing special attention in reading were placed as close to the library as possible.

Floor plans may be seen in the Appendices.

GAMEWELL-COLLETTSVILLE JUNIOR HIGH SCHOOL

Room Numbers

7th Grade		8th Grade	9th Grade
Area A	Area B	Area A	Area A
15	7	14	2
13	8	12	3
10	9	11	4
8 (Bio-Chem Lab)	10	9 (Physics-Science Lab)	7 (Bio Lab)

Sub total 16

Rooms	Subject
Area A 16-17	Music
Area A Shop	T & I
Area B Greenhouse	T & I
Area B Masonry Shop	T & I
Area A Home Economics #6	Home Economics
Area A Home Economics #5	Home Economics
Area B 3	Health
Area B 6	Driver Training
Area B 12	Special Education
Area B 4	Reading Specialist
Area B 5	Reading Specialist
Area B 2	Typing
Area B 1	Foreign Language
Area A 1	Art
Gymnasium	Physical Education (2 teachers)

Sub total 16

Principal	1
Assistant Principal	1
Guidance Counselor	1 1/2
Librarian	1
Special Education	1/2 (teacher mainstream)

Sub total 5

Total 37

GRANITE FALLS JUNIOR HIGH SCHOOL

Room Numbers

7th Grade	8th Grade	9th Grade
17	33	32
19	34	30
20	31	28
21 (Science)	23 (Science)	26 (Science)

Sub total 12

Rooms	Subject
3	Typing
13	Home Economics
14	Foreign Language
C	T & I
Shop	T & I
B-1 & B-2	Music
4	Reading
2	Reading
11	Special Education
24	Health
Gymnasium	Physical Education
35	Driver Training
29	Art

Sub total 12 1/2

Principal	1
Asst. Principal	1
Guidance	1
Library	1
Special Education	1/2 (Mainstream)

Sub total 4 1/2

Total 29

HUDSON JUNIOR HIGH SCHOOL

Room Numbers

7th Grade	8th Grade	9th Grade
118-121	107-100	149-146
120-127	105-102	147-144
128-125	103-104	145-142
126-123	101-109	138-134

Sub total 24

Rooms

115 113	Typing
119	Home Economics
117	Home Economics
141	Driver Training
140	Driver Training
112	Reading Specialist
114	Reading Specialist
116	Reading Specialist
3	T & I
4	T & I
Masonry	T & I
Ag Bldg.	T & I
2	Foreign Language
8	Foreign Language
110	Special Education
111	Special Education

Band Area	Music
143	Art
1	Health
7	Health
Gymnasium	Physical Education

Sub total 24

Principal	1
Asst. Principal	1
Guidance	2
Library	2

Sub total 6

Total 54

LENOIR WILLOW STREET JUNIOR HIGH SCHOOL

Room Numbers

7th Grade	8th Grade	9th Grade
105-112	108-210	205
106-111	107-Chemistry Lab	204
104-110	102-207	203 Biology Lab
103-109	101-201	206

Sub total 20

Rooms	Subject
Home Economics-Ground Floor	Home Economics (2 stations)
Band Area	Music
212	Reading Specialist
213	Reading Specialist
Industrial Arts Building	T & I
Bricklaying Building	T & I
Gymnasium	Physical Education (2 stations)
Mechanical Drawing-Ground Floor	Art
211	Typing

Sub total 11

Principal	1
Assistant Principal	1
Guidance Counselor	1 1/2
Librarian	1 1/2

Sub total 5

Additional Space Needed

Special Education	2
Health Teachers	2
Trade and Industry	1
Driver Training	1
Foreign Language	1

Sub total 7

Total 43

LENOIR JUNIOR HIGH SCHOOL

Room Numbers

7th Grade	8th Grade	9th Grade
25	26	18
23	24	16
21	22	15
20	19	13

Sub total 12

Rooms	Subject
10	Reading Specialist
11	Foreign Language
9	Home Economics
8	Special Education
7	Health
14	Driver Training
28 A-B	Music
27 A	T & I
27 C	T & I
12	Art
17	Typing

Sub total 11

Principal	1
Assistant Principal	1
Guidance	1
Library	1
Special Education	1/2(mainstream)

Sub total 4 1/

Additional Space Needed

Gymnasium	1
Reading Specialist	1/2

Sub total 1 1/2

Total 29

COMMUNITY COOPERATION

An effective Junior High Program is possible only with the cooperation of the Caldwell County Community. There are a multitude of ways the contributions of interested and knowledgeable citizens and parents may be utilized.

As a first step, an informative community relations program should be developed with membership comprised of four groups; student, parents, community members-at-large, and the schools' professional staff. Continuing involvement, consultation, and dialogue are essential. This program would begin, ideally,in the Fall of 1975, one year prior to the opening of the schools. A year-long study group could develop relevant documents and data, including a plan for disseminating information through the community. Suggested methods include; media presentations, neighborhood coffees, civic club appearances and so forth.

The Consultants' Committee will be agreeable to helping plan and participate in meetings such as the PTA.

INSERVICE PLANNING

Provision for the professional staff development of Caldwell County Junior High Program would include a number of the following:

(1) Attendance at conferences such as the National Middle School Conference in Atlanta, November, 1975, for administrators and teachers;

(2) Membership in organizations such as the League of Middle Schools and/or the Southeastern Association of Middle Schools;

(3) Developing a professional library and resource center for middle school/junior high materials;

(4) A plan for intervisitation to exemplary models of middle schools/junior high schools in North Carolina or elsewhere;

(5) Workshops and seminars in areas such as human relations, developing positive attitudes toward child-centered curriculum, values education, independent study, and/or community cooperation; and

(6) Coursework for graduate credit or renewal such as Administration, Supervision and Higher Education 5120, The Middle/Junior High School, and/or Elementary Education 4640, Middle School Curriculum and Instruction.

It is recommended that teachers who express interest be encouraged to pursue Appalachian's Master's degree program in middle school education. The beginning of the Caldwell County Junior High Program is an ideal and exciting time for faculties to grow professionally and learn together.

Administrative support for this kind of group or cluster endeavor would encourage many "seasoned" teachers to update or learn new skills required for teaming, individualized instruction, scheduling, planning and new roles of the middle school/junior high teacher. Principals of these five schools should participate in all workshops and other staff development activities. Invitations should be extended to local school committee members to participate in workshops whenever feasible.

Equally as important as becoming knowledgeable professionals in middle school/junior high curriculum and instruction, is the "esprit de corps" that develops as teachers work together and through a planned program of staff development. The attitudes held by professional staff are the key to any successful new program.

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Further references for the county's professional library may be found in the Appendices.

APPENDICES

Independent Study

Scheduling

Floor Plans

Resources

Selected Examples From An Effective Independent Study Plan*

Out society is best described today by its rapidly increasing rate of change. The school's purpose is to teach those basics necessary for pupils to interact in our society as effectively as possible. Today's "basics" call for those knowledges, skills, and values which prepare pupils to cope with the changes occurring all around them.

It is our hypothesis that students can increase their present effectiveness in coping with change bu practicing certain basic activities. Some of these "basics" are listed below.

1. Interacting with others in a courteous, helpful and responsible manner.
2. Independently exploring areas of academic interest.
3. Collecting information from reliable sources.
4. Reacting to information at several levels of thinking.
5. Examining personal values related to some of the major problems facing our society.
6. Speaking using correct pronounciation, grammar, and expression.
7. Writing in legible handwriting using correct spelling, grammar and punctuation.

A. Daily pattern is typically as follows:

1. Pupils come in to room and sign in.
2. They sit down at an available desk and wait for announcements.
3. After announcements and directions they begin work on their package at whatever step they are ready to do next.

*Adapted from: The Burris Middle School Learning Center, Individual Study Section, Burris School, Muncie, Indiana.

STEP 1: *Look at the LIST OF POSSIBLE AREAS OF STUDY and choose a topic of interest.*

Look at the LIST OF POSSIBLE ACTIVITIES and choose at least 2 activities from each level.

STEP 2: *Write 2 copies of your CONTRACT (a contract is a list of all of the activities the student plans to do.)*

STEP 3: *Work on the activities listed on the contract. (Ask for help when uncertain what to do or how to do it.)*

Sign out each time you leave the room.

Do what the teacher asks when it is asked.

STEP 4: *Hand in the finished product to your teacher.*

Choose an individual project to work on while the contract is being evaluated. (About one week is necessary.)

Work on one of the following possible individual projects:
(an individual plan of pupil's own choosing, another package for fun or exploration, some problem raised in another class, a fiction or nonfiction library book)

STEP 5: *Report to the teacher when conference is called.*

Discuss the evaluation of the package.

Decide on ways to improve the finished product.

Work on skill-building exercises assigned during the conference.

STEP 6: *Hand in assigned exercises.*

Go back to step 1 and start again. (choose a new topic and new activities.)

FINISHED PRODUCT

1. *Hand in to your teacher a written report in the following form:*

    a) *A cover sheet telling the topic, your name and the date the package was completed.*

    b) *A table of contents listing the activities in the order of levels and the page numbers they appear*

    c) *The written activities along with the number of the sources you used to find the answer.*

    d) *The written activities along with the number of the sources you used to find the answer*

    e) *Any comments and recommendations on the package.*

2. *Present to the class a 5 minute summary of some of the more interesting parts of the package you just completed.*

3. *Hand in any posters, 3-D objects, etc. you created related to the topic.*

*SAMPLE OF CONTENT**

Any topic that can be researched in the Burris library is acceptable for study. Listed below are some of the possibilities open to the pupil:

A

- *Accident Prevention*
- *Actors and Actresses*
- *Adult Education*
- *Africa, See also individual countries of Africa*
  - *Agriculture*
  - *Animal Life*
  - *Education*
  - *Geography*
  - *Government*
  - *History*
  - *Home Life*
  - *Music*
  - *Plant Life*
- *AGRICULTURE*
  - *Agricultural Leaders*
- *Air*
- *Air Force*
  - *Air Force Leaders*
- *Air Pioneers*
- *Airplanes*
- *Albania*
- *American History*
- *American Literature*
- *ANATOMY AND PHYSIOLOGY*
- *Ancient Civilizations. See also Egypt, Ancient; Greece, Ancient; Rome, Ancient.*
  - *Anthropology*
  - *Archaeology*
  - *Architecture*
  - *Communication*
  - *Community Life*
  - *Education*
  - *Engineering*
  - *History*
  - *Home Life*
  - *Industry and Trade*
  - *Law*
  - *Music*
  - *Mythology*
  - *Painting*
  - *Philosophy*
  - *Religion*
  - *Sculpture*
  - *Technology*
- *ANIMAL LIFE*
- *Antarctica*
  - *Animal Life*
  - *History*
- *ANTHROPOLOGY*
  - *Anthropologists*
- *Apostles*
- *Arabia*
  - *Biography*
  - *History*
- *Archaeology*
  - *Archaeologists*
- *ARCHITECTURE*
  - *Architects*
- *Argentina*
  - *Biography*
  - *History*
- *Army*
  - *Army Leaders*
- *THE ARTS*
- *Asia. See also individual countries of Africa*
  - *Agriculture*
  - *Animal Life*
  - *Economics*
  - *Education*
  - *Georgraphy*
  - *Government*
  - *History*
  - *Home Life*
  - *Plant Life*
- *ASTRONOMY*
  - *Astronomers*
- *Athletics*
  - *Athletes*
- *Atmosphere*
- *Atom, Study of*
- *Australia*
  - *Agriculture*
  - *Animal Life*
  - *Biography*
  - *Education*

**Adapted from Burris Middle School Learning Center*

SAMPLE LIST OF POSSIBLE ACTIVITIES

LEVEL 1: Getting the Facts

1. Make a list of at least 10 of the interesting key words along with their definitions.
2. Make a list of at least 10 of the interesting events and the dates they occurred.
3. Make a list of at least 10 interesting people and why they were important.
4. Make a list of at least 10 interesting events and where they occurred.
5. Describe how at least 5 interesting objects work.

LEVEL 2: Translating Information

1. Describe in your own words some person, place, object or event.
2. Summarize at least 3 major ideas discussed.
3. Make a picture, graph or map from a written description.
4. Make a written description from a picture, graph or map.
5. Explain something in such a way that a third grader could understand it.

LEVEL 3: Finding Relationships in Information

1. Predict at least 5 future trends based on information.
2. Guess about what would have happened if things had not have happened as they did.
3. Identify 3 different ways a group of people, places or things could be grouped.
4. Make an outline of at least 10 different points of information.
5. Identify at least 5 main ideas in a chapter you read.

LEVEL 4: Applying What You Know

1. Choose some real problem not yet solved and gather information on it.

2. Write at least a two page theme on the problem. In the theme include the following:

    a. A paragraph explaining what the problem is, why it is important and the meanings of some of the key words.

    b. The more interesting and important findings of your research footnoted.

    c. Your own reactions, conclusions and recommendations.

    d. A bibliography of sources used.

LEVEL 5: Taking Things Apart (Analyzing)

1. Identify at least 5 unstated assumptions in your readings.

2. Identify when the author is using opinion rather than fact.

3. Identify at least 3 propaganda techniques used.

4. Suggest at least 5 additional facts the author could have included to make the reading more interesting, or the questions NOT answered by the reading.

5. List a group of persons, places or objects and list what they all have in common.

LEVEL 6: Putting Things Together (Synthesizing)

1. Suggest a novel use (5) for some common object related to the topic.

2. Suggest an invention which is needed related to the topic.

3. Make some 3-D object related to the topic.

4. Suggest a procedure for an experiment which would find the answer to some unanswered problem related to the topic.

5. Do something truly different that has not been suggested here or done by anyone else you know.

LEVEL 7: What's So Good About It? (Class in Evaluation)

1. List at least 5 strengths and 5 weaknesses of this class.

2. Identify at least 3 actions taken by someone and explain why you approve of what was done.

3. Identify some action taken and explain why you disapprove of what was done.

4. Pretend you are a manufacturer of some object related to your topic and list at least 5 ways to make it better.

5. Choose some object related to the topic and identify ways it has been improved through the years.

RANGE OF POSSIBLE PUPIL PERFORMANCE

I. PERFORMANCE INTERACTING WITH OTHERS IN A COURTEOUS, HELPFUL AND RESPONSIBLE MANNER

1. 3 or more major problems recorded during the 3 week period.
2. 2 or more major problems recorded during the 3 week period.
3. One major problem recorded during the 3 week period.
4. Over 5 minor problems recorded during the 3 week period.
5. 2 - 3 minor problems recorded during the 3 week period.
6. One minor problem recorded during the 3 week period.
7. No minor or major problems recorded during the 3 week period.
8. No problems reported and incidents of positive action recorded.

II. PERFORMANCE INDEPENDENTLY EXPLORING AREAS OF ACADEMIC INTEREST

1. Works on assignments only under constant guidance.
2. Must be reminded each day to work on assignments.
3. Must be reminded every other day to work on assignments.
4. Often lets other factors distract him.
5. Sometimes lets other factors distract him.
6. Works on assignments most of the time.
7. Almost always works on assignments during studu time.
8. Never observed not working on assignments during study time.

III. PERFORMANCE SPEAKING USING CORRECT PRONOUNCIATION, GRAMMAR AND EXPRESSION

1. No speeches given.
2. Averages over 16-20 mistakes in 5 minutes of speaking.
3. Averages between 13-15 mistakes in 5 minutes of speaking.

4. Averages between 10-12 mistakes in 5 minutes of speaking.
5. Averages between 7-9 mistakes in 5 minutes of speaking.
6. Averages between 4-6 mistakes in 5 minutes of speaking.
7. Averages between 1-3 mistakes in 5 minutes of speaking.
8. Averages less than 1 mistake in 5 minutes of speaking.

IV. PERFORMANCE WRITING IN LEGIBLE HANDWRITING USING CORRECT SPELLING, GRAMMAR AND PUNCTUATION

1. No written work handed in.
2. Averages between 16-20 mistakes per page.
3. Averages between 13-15 mistakes per page.
4. Averages between 10-12 mistakes per page.
5. Averages between 7-9 mistakes per page.
6. Averages between 4-6 mistakes per page.
7. Averages between 1-3 mistakes per page.
8. Averages less than 1 mistake per page.

V. PERFORMANCE COLLECTING INFORMATION FROM RELIABLE SOURCES

1. Identifies no sources.
2. Identifies one source from home only.
3. Identifies several sources from home only.
4. Identifies one course from room only.
5. Identifies several sources from room only.
6. Identifies one source from library only.
7. Identifies several sources from library only.
8. Identifies several sources from several places.

VI. PERFORMANCE REACTING TO INFORMATION AT SEVERAL LEVELS OF THINKING

1. Identifies no facts.
2. Identifies facts without major problems.
3. Translates facts without major problems.
4. Relates facts without major problems.
5. Applies facts without major problems.
6. Analyzes facts without major problems.
7. Synthesizes facts without major problems.
8. Evaluates facts without major problems.

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1974 - 1975

GRADE 8 M F

NAME ____
(last) (first) (middle initial)

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REQUIRED COURSES

Select Six:

______1020 English 8 I
______1021 English 8 II
______1022 English 8 III

______2220 Social Studies 8

______3100 Science 8

______4040 Math 8 I
______4041 Math 8 II
______4042 Math 8 III
______4100 Algebra 8

______7571 Boys' P.E. 8
______7671 Girls' P.E. 8

______8300 Shop 8 (Boys)

______8801 Home Economics 8 (Girls)

ELECTIVES

Select Two and One Alternate:

______1711 Reading

______2510 Earth Science 8

______5011 French I A
______5020 French I B

______5511 Spanish I A
______5520 Spanish I B

______7100 Arts/Crafts/Lapidary
______7101 Arts/Crafts/Photography

______7410 Band, Beginning
______7411 Band, Intermediate
______7412 Band, Cadet
______7413 Band, Varsity

______7430 Orchestra, Beginning
______7431 Orchestra, Intermediate
______7432 Orchestra Concert

______7340 Chorus 8 & 9

______1430 Speech & Dramatics

ACTIVITIES

Select Eigh

______0301
______0302
______0303
______0304
______0305
______0306
______0307
______0308
______0309
______0310
______0311
______0312
______0313
______0314
______0315
______0316
______0317
______0318
______0319
______0320
______0321
______0322
______0323
______0324
______0325
______0326
______0327

PARENT'S SIGNATURE ______________________________________

COUNSELOR'S SIGNATURE ______________________________________ *

* TAKEN FROM LARAMIE JUNIOR HIGH SCHOOL SPRING REGISTRATION BULLETIN

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1974 - 1975

GRADE 8 M F

NOTE: IMPORTANT INFORMATION IS ON THE BACK SIDE. THIS IS A FINAL REGISTRATION.

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ELECTIVES

Select Two and One Alternate:

I ____1711 Reading

II

III ____3510 Earth Science 8

dies 8 ____5011 French I A

____5020 French I B

____5511 Spanish I A

____5520 Spanish I B

____7100 Arts/Crafts/Lapidary

____7101 Arts/Crafts/Photography

8 ____7410 Band, Beginning

. 3 ____7411 Band, Intermediate

____7412 Band, Cadet

ys) ____7413 Band, Varsity

nics 8 (Girls) ____7430 Orchestra, Beginning

____7431 Orchestra, Intermediate

____7432 Orchestra Concert

____7340 Chorus 8 & 9

____1430 Speech & Dramatics

____

________________ :

ACTIVITIES

Select Eight and Two Alternates:

____0301 Archery

____0302 Arts & Crafts

____0303 Crocheting

____0304 Dramatics

____0305 Folk & Social Dancing

____0306 Games-Cards, Chess, etc.

____0307 Home Repairs

____0308 Junior Historical Society

____0309 Knitting

____0310 Leather Craft

____0311 Macramé

____0312 Merit Badge Work

____0313 Mountaineering

____0314 Pet Care

____0315 Photography

____0316 Ping Pong

____0317 Posters & Bulletin Boards

____0318 Radio-Electronics

____0319 Record Listening-Country/Western

____0320 Record Listening-Rock

____0321 Rifle

____0322 Scout Echo

____0323 Spelling Bee

____0324 Study

____0325 Trampoline

____0326 Weightlifting-Boxing-Wrestling (

____0327 Woodworking for Girls

M LARAMIE JUNIOR HIGH SCHOOL SPRING REGISTRATION BULLETIN, LARAMIE, WYOMING.

LARAMIE JUNIOR HIGH SCHOOL ASSIGNMENT CARD
1974 - 75
GRADE 7 M F

AME____
(last) (first) (middle)

DDRESS____ PHONE____________________

NOTE: IMPORTA
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A FINAL

EQUIRED COURSES

elect Six:
____1010 English 7 I
____1011 English 7 II
____1012 English 7 III

____2110 Social Studies 7

____3010 Science 7

____4020 Math 7 I
____4021 Math 7 II
____4022 Math 7 III

____7570 Boys' P.E. 7
____7670 Girls' P.E. 7

____8200 Shop 7
____8800 Home Economics

ELECTIVES

Select One:
____1710 Reading 7 I
____1750 Reading 7 II
____5010 French, Beginning
____5510 Spanish, Beginning

Select One
____7010 Art/Music
____7410 Band, Beginning
____7411 Band, Intermediate
____7412 Band, Cadet
____7413 Band, Varsity
____7430 Orchestra, Beginning
____7431 Orchestra, Concert
____7432 Orchestra, Chamber

ACTIVITIES

Select Eight a
____0201 A
____0202 C
____0203 C
____0204 C
____0205 C
____0206 C
____0207 C
____0208 D
____0209 D
____0210 J
____0211 K
____0212 M
____0213 M
____0214 M
____0215 M

____0217 M
____0218 F
____0219 R
____0220 R
____0221 Sc
____0222 Sl
____0223 Sl
____0224 Sc
____0225 Wa
____0226 We

ARENT'S SIGNATURE______________________________

OUNSELOR'S SIGNATURE______________________________

* TAKEN FROM LARAMIE JUNIOR HIGH SCHOOL SPRING REGISTRATION BULLETIN, LARAMIE, WYOMING.

LARAMIE JUNIOR HIGH SCHOOL ASSIGNMENT CARD
1974 - 75
GRADE 7 M F

NOTE: IMPORTANT INFORMATION IS ON THE BACK SIDE, THIS IS A FINAL REGISTRATION.

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ELECTIVES

Select One:

- ______1710 Reading 7 I
- ______1750 Reading 7 II
- ______5010 French, Beginning
- ______5510 Spanish, Beginning

Select One

- ______7010 Art/Music
- ______7410 Band, Beginning
- ______7411 Band, Intermediate
- ______7412 Band, Cadet
- ______7413 Band, Varsity
- ______7430 Orchestra, Beginning
- ______7431 Orchestra, Concert
- ______7432 Orchestra, Chamber

ACTIVITIES

Select Eight and Two Alternates:

- ______0201 Arts & Crafts
- ______0202 Checkers & Chess
- ______0203 Climatology
- ______0204 Community Relations
- ______0205 Cooking for Boys
- ______0206 Creative Stitchery
- ______0207 Crocheting
- ______0208 Designing
- ______0209 Dramatics
- ______0210 Embroidery
- ______0211 Knitting
- ______0212 Macrame
- ______0213 Math Puzzles
- ______0214 Merit Badge Work
- ______0215 Models-Cars, Airplanes, etc.

- ______0217 Movie Making
- ______0218 Ping Pong
- ______0219 Record Listening
- ______0220 Rifle Club
- ______0221 Scout Echo
- ______0222 Shop for Girls
- ______0223 Ski Club
- ______0224 Study
- ______0225 Walking
- ______0226 Weightlifting-Boxing-Wrestling

____

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MIE JUNIOR HIGH SCHOOL SPRING
TIN, LARAMIE, WYOMING.

LARAMIE JUNIOR HIGH SCHOOL ASSIGNMENT CARD
1974 - 1975

GRADE 9 M F

NAME____ NOTE: IMPOR
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ADDRESS_______________________________________ PHONE______________

REQUIRED COURSES ELECTIVES ACTIVITIES

Select Four:
____1030 English I
____1031 English II
____1032 English III

____2030 Civics

____4030 General Math I
____4101 Algebra I
____4200 Geometry

____7572 Boys' P.E./Health 9
____7672 Girls' P.E./Health 9

Select Three:
____0100 Study
____1711 Reading
____3300 Biology
____5030 French I B
____5090 French II
____5520 Spanish I B
____5530 Spanish II
____[illegible] Typing
____7020 Art
____7340 Chorus 8 & 9
____7410 Band, Beginning
____7411 Band, Intermediate
____7412 Band, Cadet
____7413 Band, Varsity
____7430 Orchestra, Beginning
____7431 Orchestra, Intermediate
____7432 Orchestra, Concert
____8110 Mechanical Drawing
____8660 Photography
____8602 Home Economics
____8900 Agriculture
____8210 Wood Shop

Select Eight and
____0401 Archa
____0402 Arch
____0403 Auto
____0404 Back
____0405 Bow C
____0406 Cano
____0407 Card
____0408 Dram
____0409 Fly
____0410 Gene
____0411 Jewe
____0412 Junio
____0413 Knitt
____0414 [illegible]
____0415 Metal
____0416 Metal
____0417 Parli
____0418 Ping
____0419 Radio
____0420 Recor
____0421 Recou
____0422 Rifle
____0423 Runni
____0424 Scout
____0425 Stage
____0426 Study
____0427 Tramp
____0428 Weigh
____0429 Winte
0430 [illegible]

PARENT'S SIGNATURE_______________________________

COUNSELOR'S SIGNATURE____________________________

LARAMIE JUNIOR HIGH SCHOOL ASSIGNMENT CARD
1974 - 1975

GRADE 9 M F

NOTE: IMPORTANT INFORMATION ON THE BACK SIDE. THIS IS A FINAL REGISTRATION.

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ELECTIVES

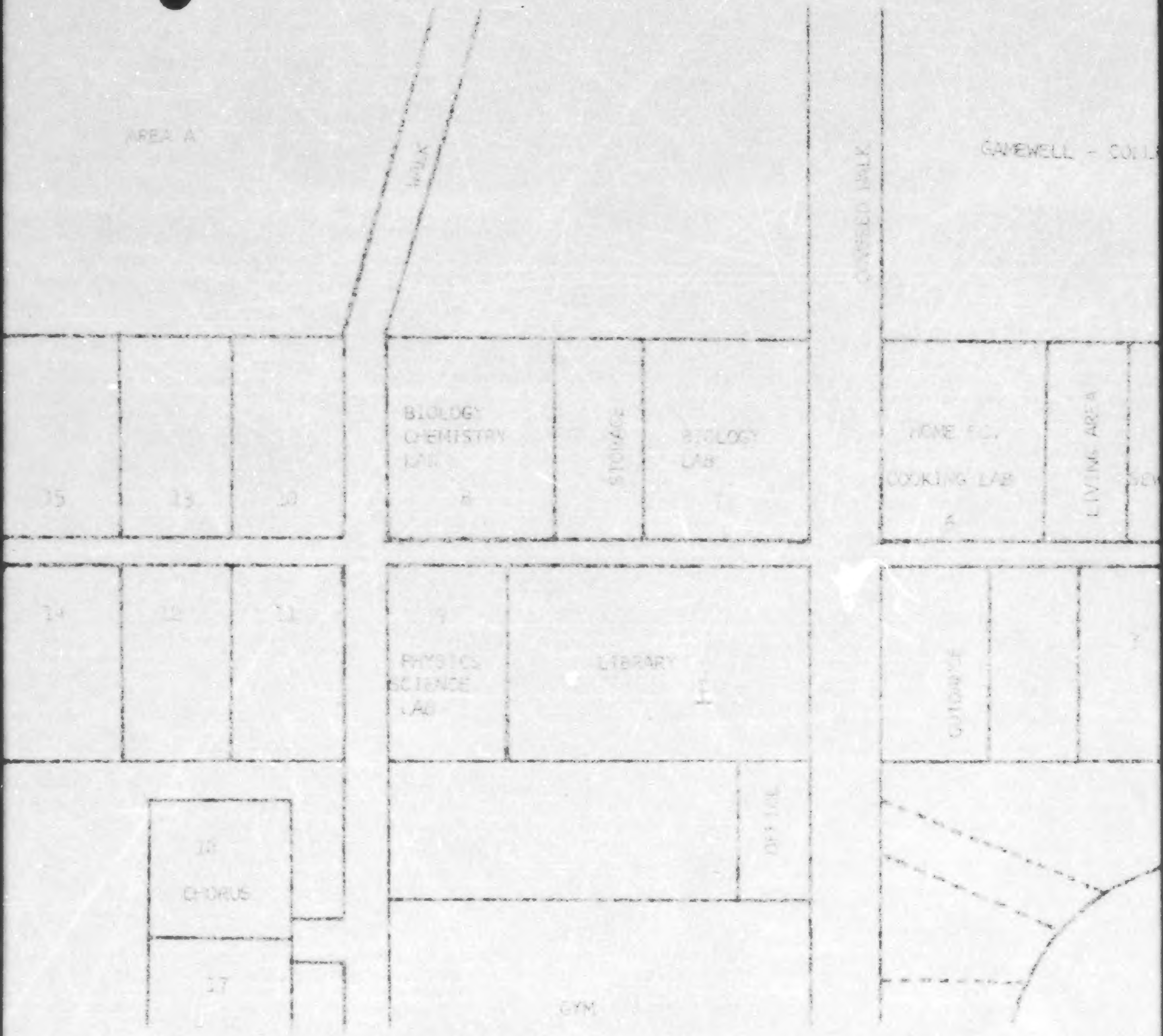
Select Three:
______0100 Study
______1711 Reading
______3200 Biology
______5020 French I B
______5030 French II
______5520 Spanish I B
______5530 Spanish II
______[illegible] Typing
______7020 Art
______7340 Chorus 8 & 9
______7410 Band, Beginning
______7411 Band, Intermediate
______7412 Band, Cadet
______7413 Band, Varsity
______7430 Orchestra, Beginning
______7431 Orchestra, Intermediate
______7432 Orchestra, Concert
______8110 Mechanical Drawing
______8560 Photography
______8602 Home Economics
______8900 Agriculture
______8210 Wood Shop

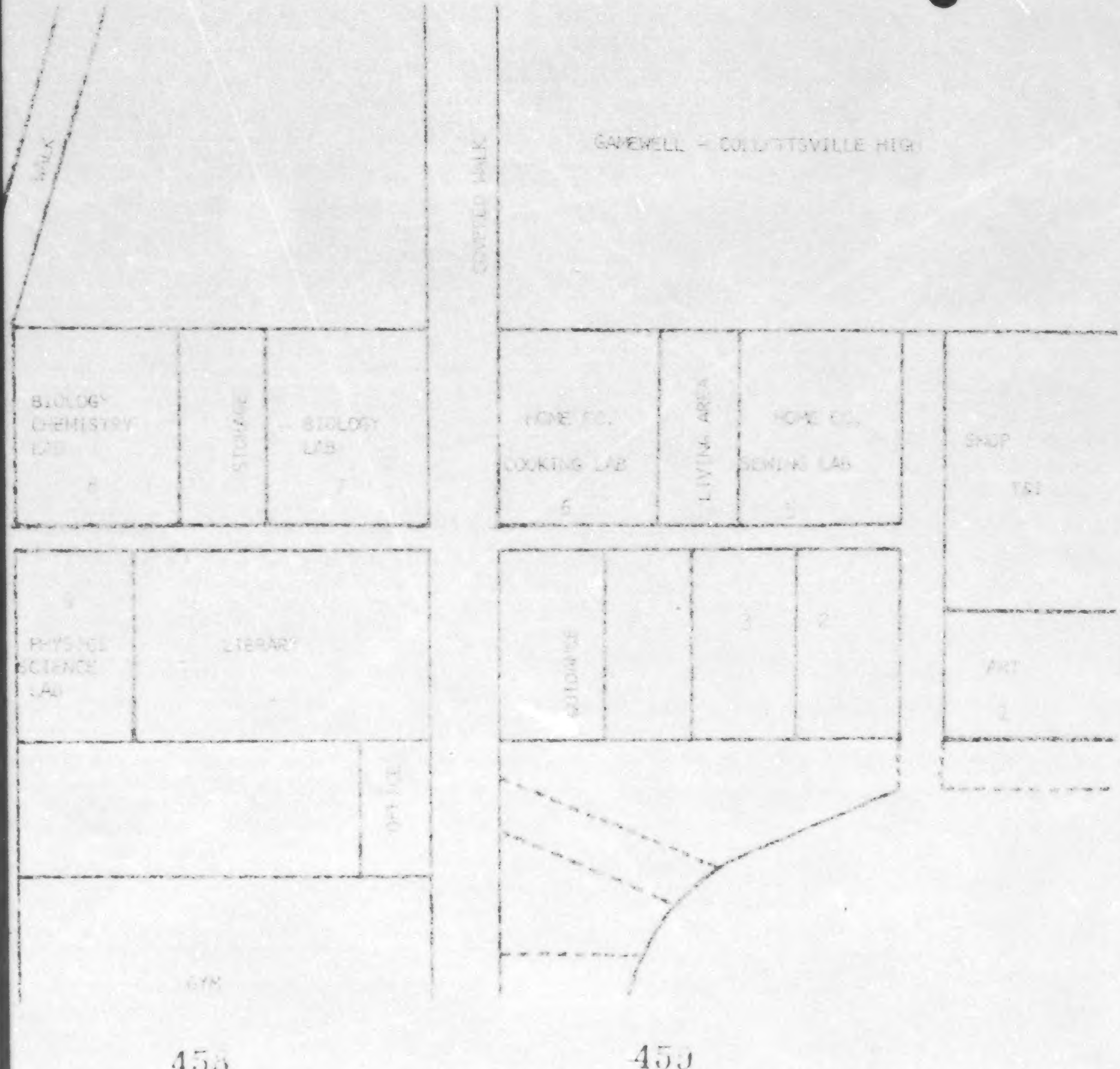
____

____

ACTIVITIES

Select Eight and Two Alternates:
______0401 Archery
______0402 Architectural Design
______0403 Auto & Vehicle Design
______0404 Back Packing
______0405 Bow Construction
______0406 Canoeing-Kayaking
______0407 Ceramics
______0408 Dramatics
______0409 Fly Tying
______0410 Games-Cards, Chess, etc.
______0411 Jewelry Making
______0412 Junior Ski Patrol
______0413 Knitting
______0414 Merit Badge Work
______0415 Metal Craft for Boys
______0416 Metal Craft for Girls
______0417 Parliamentary Procedure
______0418 Ping Pong
______0419 Radio
______0420 Record Listening-Country/Western
______0421 Record Listening-Rock
______0422 Rifle
______0423 Running
______0424 Scout Echo
______0425 Stage Craft
______0426 Study
______0427 Trampoline
______0428 Weightlifting-Boxing-Wrestling(Boys)
______0429 Winter Mountaineering
0430 [illegible] for Girls


AREA A
WALK
COVERED WALK
GAMEWELL - COLL
15
13
10
BIOLOGY CHEMISTRY LAB
8
STORAGE
BIOLOGY LAB
HOME EC.
COOKING LAB
6
LIVING AREA
SEW
14
12
11
9
PHYSICS SCIENCE LAB
LIBRARY
GUIDANCE
OFFICE
18
CHORUS
17
GYM


WALK
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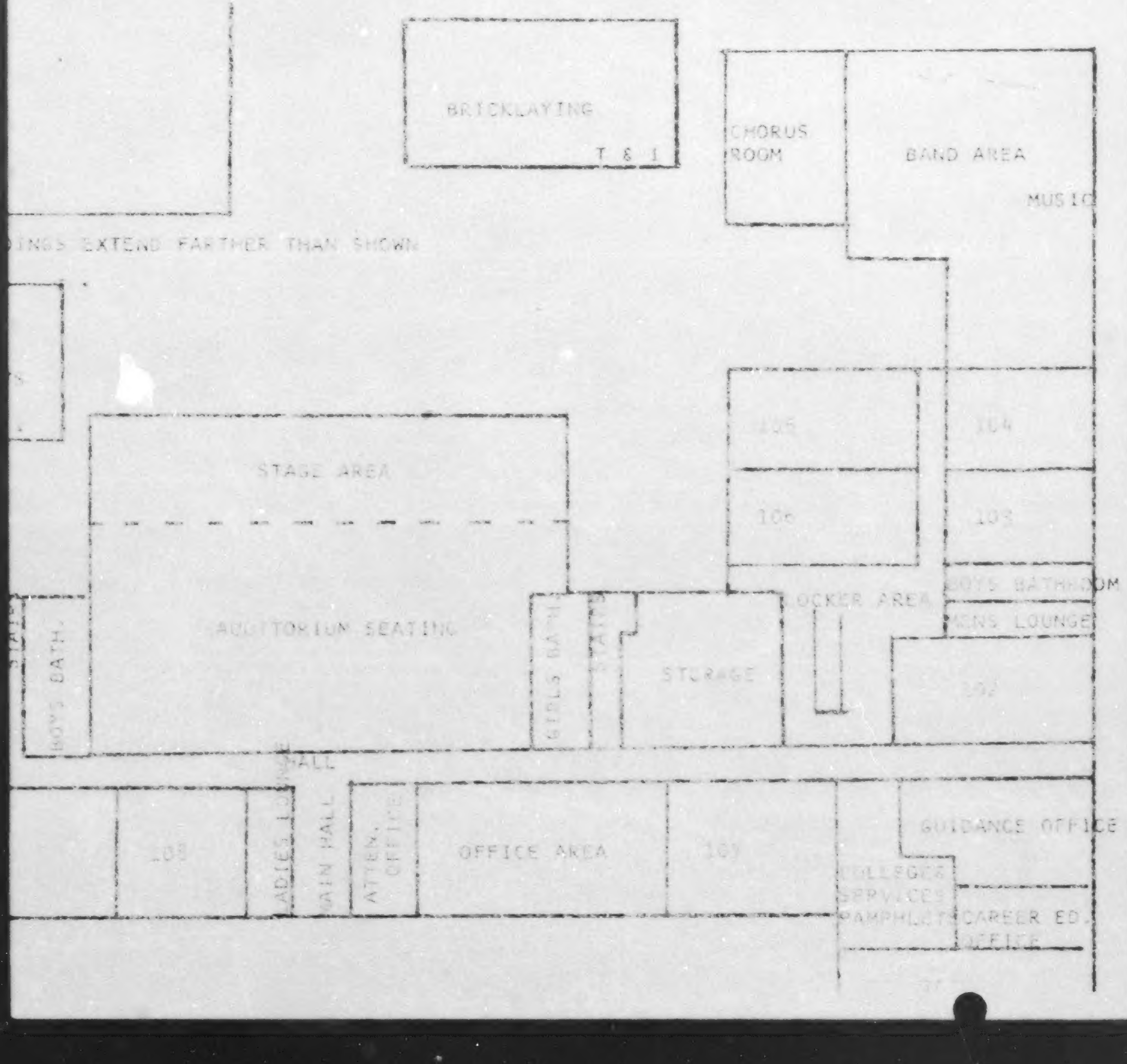
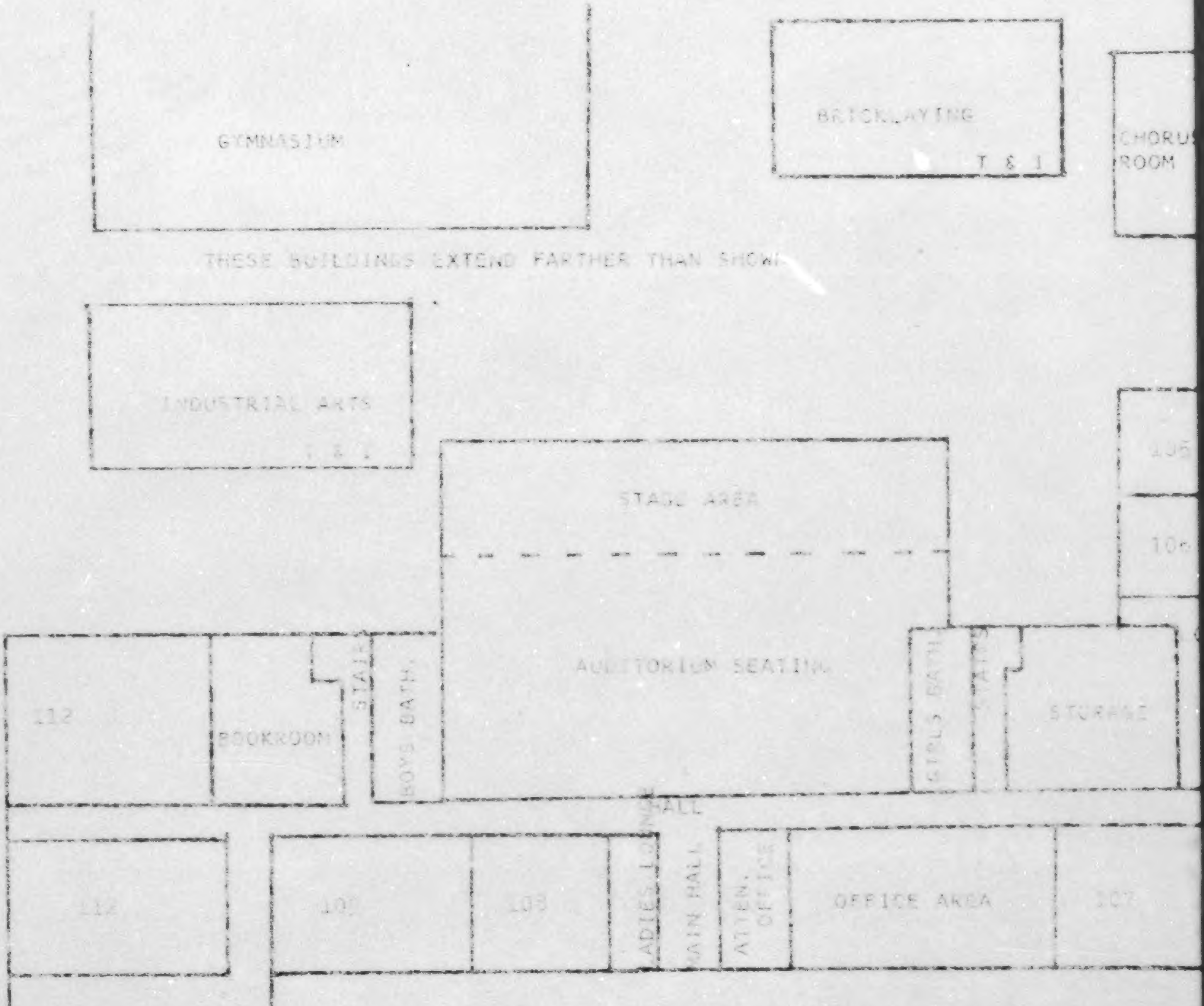
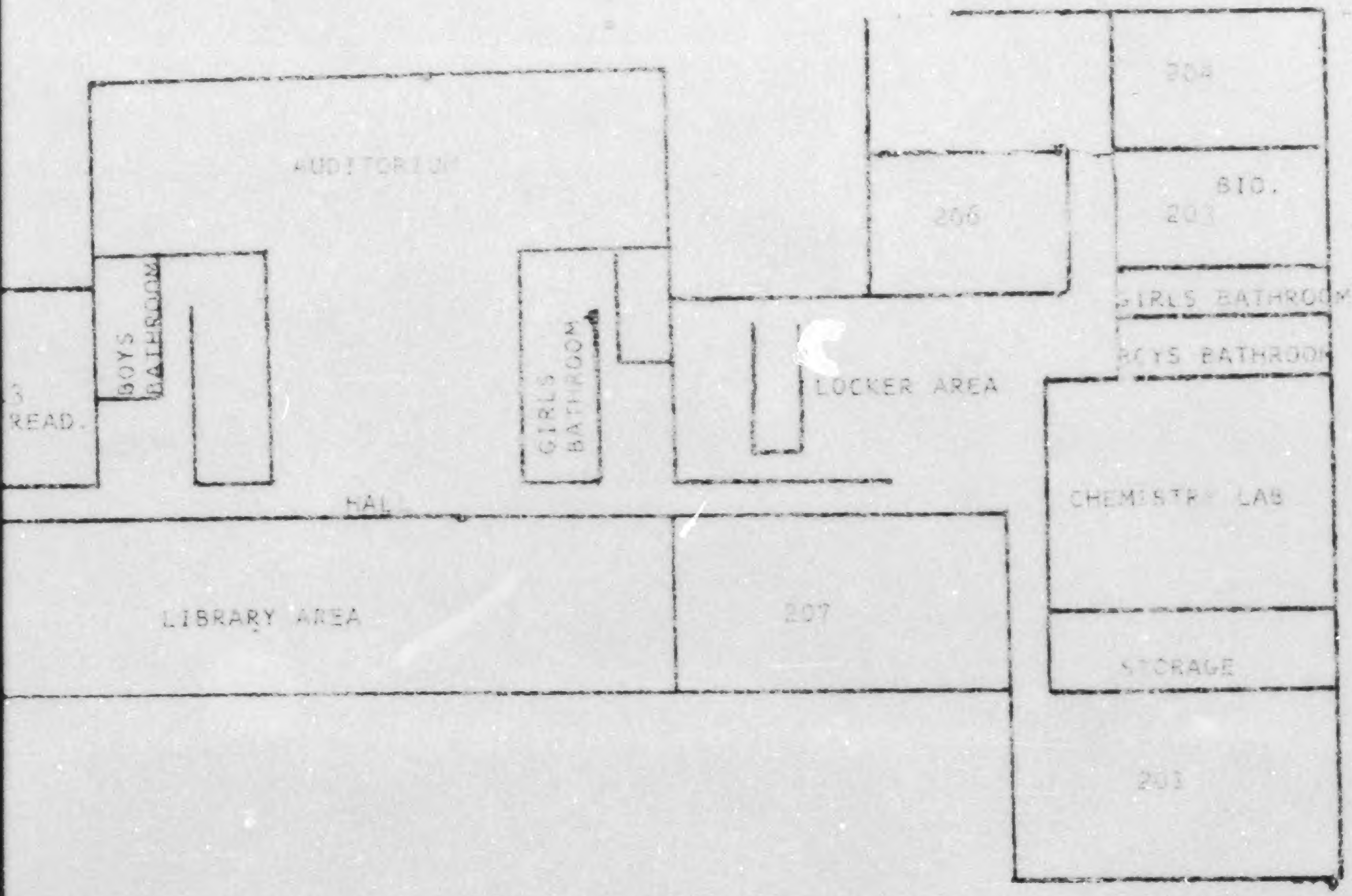
GAMEWELL - COLLETTSVILLE HIGH
BIOLOGY CHEMISTRY LAB
8
STORAGE
BIOLOGY LAB
7
HOME EC.
COOKING LAB
6
LIVING AREA
HOME EC.
SEWING LAB
5
SHOP
T&I
9
PHYSICS SCIENCE LAB
LIBRARY
STORAGE
3
2
ART
1
OFFICE
GYM

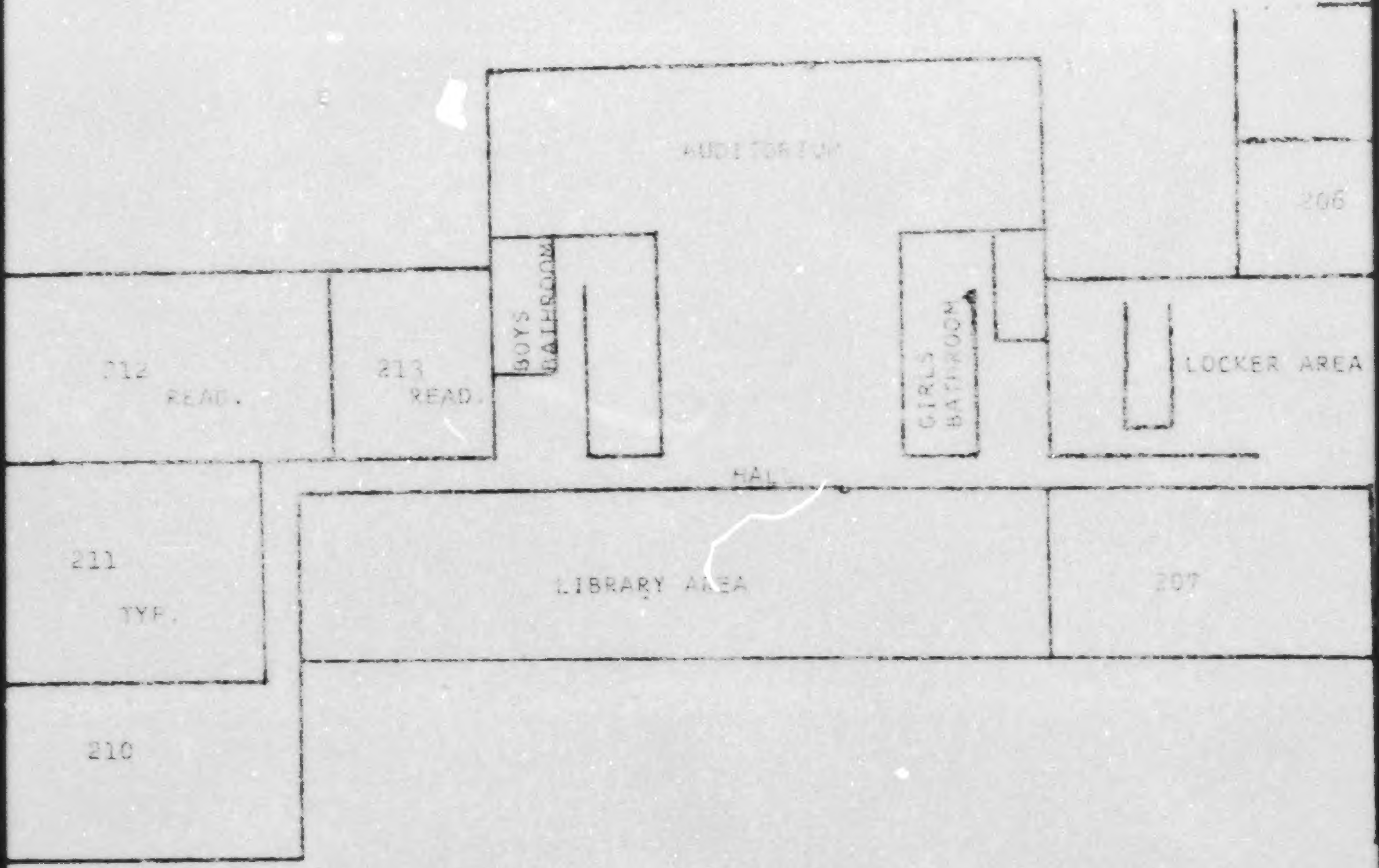

BRICKLAYING
T & I
CHORUS ROOM
BAND AREA
MUSIC
INGS EXTEND FARTHER THAN SHOWN
105
104
STAGE AREA
106
103
BOYS BATHROOM
LOCKER AREA
MENS LOUNGE
AUDITORIUM SEATING
STAIRS
BOYS BATH.
GIRLS BATH
STAIRS
STORAGE
102
HALL
108
LADIES LOUNGE
MAIN HALL
ATTEN. OFFICE
OFFICE AREA
101
GUIDANCE OFFICE
COLLEGES SERVICES PAMPHLETS
CAREER ED. OFFICE


GYMNASIUM
BRICKLAYING
T & I
CHORUS ROOM
THESE BUILDINGS EXTEND FARTHER THAN SHOWN
INDUSTRIAL ARTS
T & I
STAGE AREA
105
10
AUDITORIUM SEATING
112
BOOKROOM
STAIR
BOYS BATH
GIRLS BATH
STAIRS
STORAGE
HALL
112
100
103
LADIES LOUNGE
MAIN HALL
ATTEN. OFFICE
OFFICE AREA
107
110

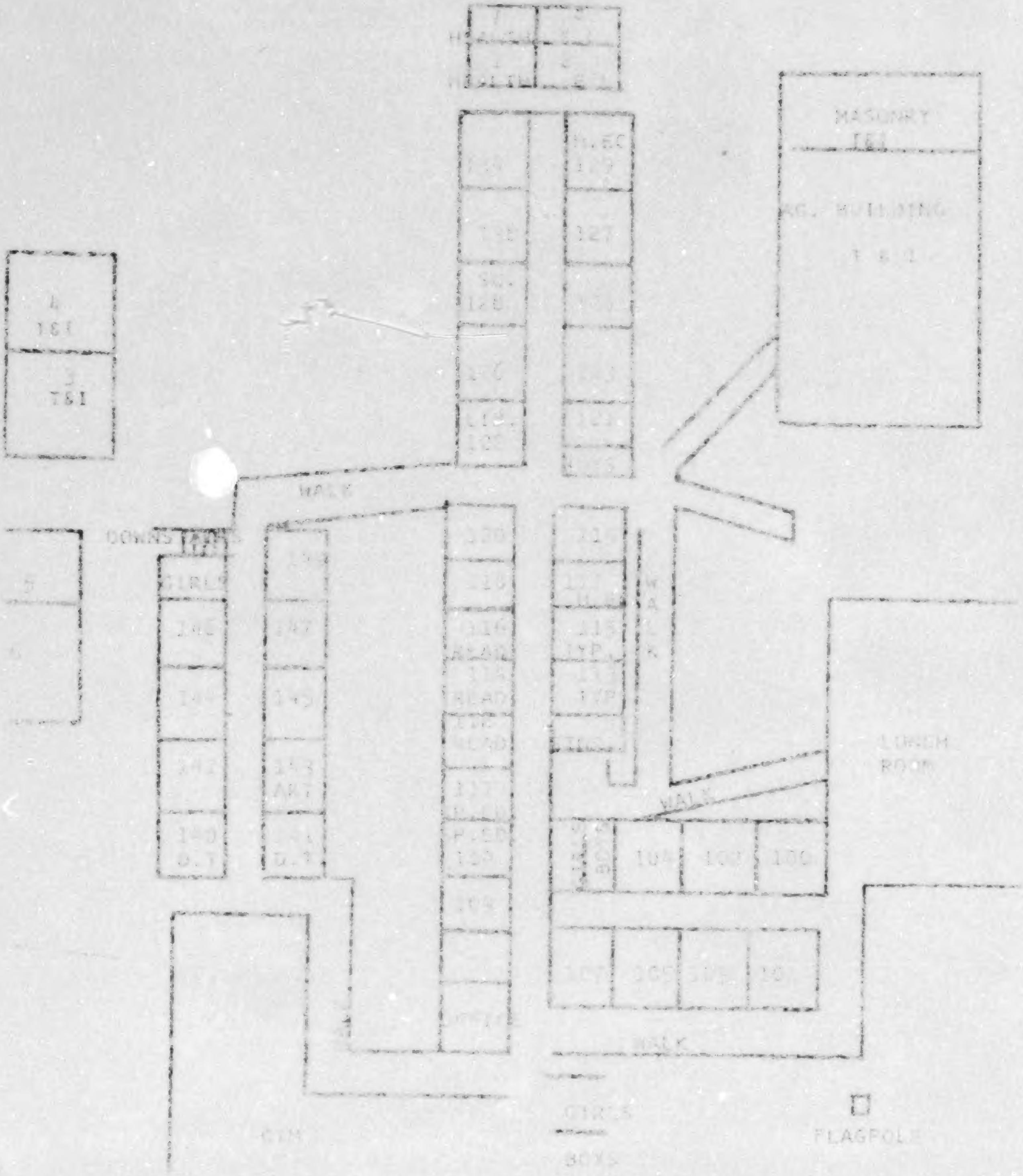
LENIOR HIGH SCHOOL -- 2ND FLOOR


204
BIO.
203
206
GIRLS BATHROOM
BOYS BATHROOM
AUDITORIUM
LOCKER AREA
3
READ.
BOYS BATHROOM
GIRLS BATHROOM
HALL
CHEMISTRY LAB
LIBRARY AREA
207
STORAGE
201

LENIOR HIGH SCHOOL -- 2ND FLOOR


AUDITORIUM
206
212
READ.
213
READ.
BOYS BATHROOM
GIRLS BATHROOM
LOCKER AREA
HALL
211
TYP.
LIBRARY AREA
207
210

HUDSON HIGH SCHOOL FLOOR PLAN


HEALTH
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MASONRY
T&I
AG. BUILDING
T & I
H.EC
127
SC.
128
LIB.
4
T&I
3
T&I
WALK
DOWNSTAIRS
GIRLS
5
146
147
144
145
142
143
ART
140
D.T
D.T
120
118
READ
READ
READ
P.ED
115
TYP.
TYP
W
A
L
K
WALK
104
102
100
107
105
103
LUNCH
ROOM
WALK
GYM
GIRLS
BOYS
FLAGPOLE

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APPENDIX F

ADVISOR WORKSHOP

August 24, 1973

Room 104

Morning Session: Role of the Advisor

9:00 a.m. - 10:30 a.m....................Dr. Ed Harrill, Leader
Dept. of Counselor Education, ASU

BREAK

10:45 a.m. - Noon........................Continuation of Workshop

LUNCH (Covered Dish)

Afternoon Session: The CCC & TI Advisor

1:15 p.m. - 1:30 p.m....................Registration procedures
Helen Gitlin

1:30 p.m. - 2:00 p.m....................Workable advisor techniques at CCC
Barbara Thomas
Metaleen Morgan
H. C. Ledbetter

2:00 p.m. - 2:30 p.m....................Using the advisee information on file
John Martin
Joe Phipps
B. E. Haynes

2:30 p.m. - 2.45 p.m....................Freshman Orientation, Don Alteri

BREAK

3:00 p.m. - 4:00 p.m....................Advising at CCC & TI '73-'74

Group I....................Leaders: Ron Kiziah, Bill Price — Room 104
(vocational and technical advisors)

Group II...................Leader: Margorie Greene — Room 102
(transfer advisor)

APPENDIX G

CVIS Questionnaire

Name____GPA______________

Date________________________________Student Number______________

Age________________Grade______________Sex_______Male_________Female

Directions: Listed below are a number of questions that will assist in the evaluation of the CVIS program. Please read each question and indicate your response(s) or feeling(s) to the best of your ability.

1. In which of the following categories do you consider yourself? (Check one answer only)

____a. a below average student (below "C" average)
____b. an average student (a "C" average)
____c. an above average student (above a "C" average)

2. How many times have you used the CVIS terminal? (Check one answer only)

____a. first time
____b. second time
____c. three or more times

3. Did you have difficulty using the CVIS program? (Check one answer only)

____yes
____no

If your answer is yes, indicate why. (You may check more than one answer)

____a. The directions on how to use the CVIS terminal were not clear.
____b. The computer terminal would not work.
____c. I had difficulty getting the CVIS program to work.
____d. Other. Please explain.______________________________
____

4. Do you have an overall feeling that something of value was learned through the use of the CVIS program? (Check one answer only)

____yes
____no

If yes, please indicate what you learned. (You may check more than one answer)

____a. A better understanding of my career interests.
____b. Where to get training for certain occupations.
____c. Employment opportunities after high school.
____d. Other. Please explain:____
____

5. Did you have difficulty reading or understanding the words used in the CVIS program? (Check one answer only)

____yes
____no

If yes, indicate why. (You may check more than one answer)

____a. I could not understand some of the words in the program.
____b. Other. Please explain:____
____

6. Did you like using the CVIS program as a means of obtaining educational or occupational information. (Check one answer only)

____a. I liked it very much.
____b. I liked it very little.
____c. I did not like it at all.
____d. I have no feeling one way or the other.

7. Now that you have used the CVIS terminal, would you recommend it as a means of helping students learn educational and occupational information. (Check one answer only)

____yes
____no

8. Make any other comments you would like about the CVIS program in the space below.
____
____
____
____

APPENDIX H

A. CRAIG PHILLIPS
SUPERINTENDENT

State of North Carolina
Superintendent of Public Instruction
Raleigh 27602

March 27, 1974

MEMORANDUM

TO: All Superintendents

FROM: A. Craig Phillips

I would like to call to your attention a series of Career Education Dissemination Mini-Shops. The Caldwell Career Education Project, which has a direct federal grant, has asked the Department of Public Instruction to assist in the coordination and planning of these mini-shops which will allow Caldwell and several other North Carolina projects an opportunity to present some of their attempts to develop meaningful education programs for students.

Enclosed you will find information regarding specific plans for the mini-shops. I hope you will name a team of participants from your local unit to include classroom teachers, guidance counselors, principals, supervisors, assistant or associate superintendents, etc. Sessions are planned for each of the three levels: elementary, junior high, and senior high. Therefore, you are encouraged to include classroom teachers and guidance counselors from each of these levels on your team.

Please let us know who will participate from your local unit by completing the enclosed Participation Form and returning it to the address indicated.

Thank you for your interest. We look forward to seeing you at one of the sessions.

ACP:CWD:jh

Enclosure

CAREER EDUCATION IN NORTH CAROLINA

A Series of Dissemination Mini-Shops

Program Format (Working Draft)

9:00 - 9:30	Registration
9:30 - 9:45	Welcome
9:45 - 10:00	Overview
10:00 - 11:00	The North Carolina Career Education Concept George Kahdy and Wayne Dillon
11:00 - 11:15	Break
11:15 - 12:15	Local Implementation "Successes, Problems, Perspectives" (Caldwell County Staff)
12:15 - 1:30	Lunch
1:30 - 3:30	Mini Sessions Participants will select the session which is most appropriate for their work setting.
Session I	Elementary Activities
	*- Social Studies Infusion - Loretta Golden
	- The Cliffside Experience
	- The Wrightsville Beach Experience
	- The Alamance County Experience
Session II	Middle/Junior High School Activities
	- The Holmes Junior High Experience (Eden)
	*- The Caldwell Experience
	- Bethel Middle School
	- The Alamance County Experience
	- The Charlotte/Mecklenburg Experience
Session III	High School Activities
	*- The Caldwell Experience
	- The Nakina Experience (Columbus County)
	- Sanford Individualized Instruction
	- Apex - Vestibule Training
	- The Kings Mountain Experience

CAREER EDUCATION IN NORTH CAROLINA

A Series of Dissemination Mini-Shops

WHAT:
WHY:

A series of six one-day mini-shops for the purpose of examining attempts to implement aspects of career education at the local level in North Carolina,

WHERE-WHEN:

Town and Country Restaurant, Williamston, April 23

Fayetteville Technical Institute, Fayetteville, April 24

Asheville High School (Auditorium), Asheville, May 8

Continuing Education Center (Appalachian State University), Boone, May 9

Technical Institute of Alamance, Burlington, May 22

Central Piedmont Community College, Charlotte, May 23

FOR WHOM:

Local Education Agencies are asked to select a team of participants. It is suggested that the team be made up of the following representatives as a minimum: principal, teacher, guidance counselor (all from the same school, if possible), supervisor, superintendent and/or assistant superintendent.

FORMAT:

Each program will begin with registration at 9:00 a.m., and opening remarks at 9:30 a.m. The morning sessions will be devoted to highlighting the North Carolina Career Education philosophy as well as local administrative perspectives on implementation. Afternoon sessions will be devoted to dissemination of techniques and strategies developed in various local projects in North Carolina. Elementary, Middle/Junior, and high school sessions will run concurrently. All sessions will end by 3:30 p.m.

REIMBURSEMENT:

The conferences have been regionalized to minimize the cost to participants. They cannot be reimbursed for expenses incurred.

MEALS:

Participants will be on their own for lunch, except for the Williamston Mini-Shop where a group meal is planned. However, in some areas problems are anticipated in terms of being able to accommodate all participants in the time allocated for lunch. To deal with this the following arrangements are offered:

Asheville - Lunch prepared by commercial cooking class.
Boone - Special buffet lunch

If participants desire to take advantage of these arrangements, monies will be collected at registration.

DEPARTMENT OF PUBLIC INSTRUCTION

STATE OF NORTH CAROLINA RALEIGH

May 2, 1974

MEMO

TO: All Superintendents

FROM: Wayne Dillon, Coordinator
Career Education

SUBJECT: Career Education Dissemination Mini-Shops

A few weeks ago you should have received a memo from Dr. Craig Phillips calling your attention to the series of six Mini-Shops highlighting some of our career education efforts in North Carolina. With that memorandum was a form for indicating participants from your system. If you have not already done so, I encourage you to name a team from your system to attend one of these Mini-Shops. At this point we have completed two Mini-Shops. The four remaining still provide you with an opportunity to participate.

I appreciate your consideration in view of the many demands on you and your staff. However, I feel these Mini-Shops give us an opportunity to take a critical look at several people's attempts to develop programs from a philosophy which has received much notoriety.

For your convenience I am enclosing additional copies of the information which was originally sent to you.

Thank you for your consideration.

jh

enclosures

NUMBER OF PARTICIPANTS ATTENDING CAREER WORKSHOPS

Williamston, N. C. April 23, 1974	59
Fayetteville, N. C. April 24, 1974	39
Asheville, N. C. May 8, 1974	34
Boone, N. C. May 9, 1974	38
Burlington, N. C. May 22, 1974	131
Charlotte, N. C. May 23, 1974	103
Total	404

Career Education

K – 14

Caldwell Career Education

Post Office Box 309

Lenoir, North Carolina 28645

Charles E. Waters
Director

Rachel B. Cline
Coordinator

William S. Stone
Coordinator

Don Artieri
Coordinator

(This letter was transmitted with a copy of our publication "The Caldwell Experience: An Infusionary Approach to Career Education" to each of the 152 local educational agencies in our state as well as area directors and local directors of Vocational Education and members of the State Department of Public Instruction.)

The enclosed booklet is a descriptive report of the Caldwell Career Education Model Program as was implemented and practiced in Caldwell County Schools, Lenoir City Schools, and Caldwell Community College and Technical Institute. It was written to introduce to the reader the concepts used in the career education model program. It is not a step by step manual, although it does contain examples, illustrations, and sample materials.

The purpose of this booklet is to introduce the concepts, leaving the implementation, methods, and techniques to your school planners and classroom practitioners.

I hope you and your staff will find the concept interesting and feasible in your administrative unit.

Sincerely,

Charles E Waters

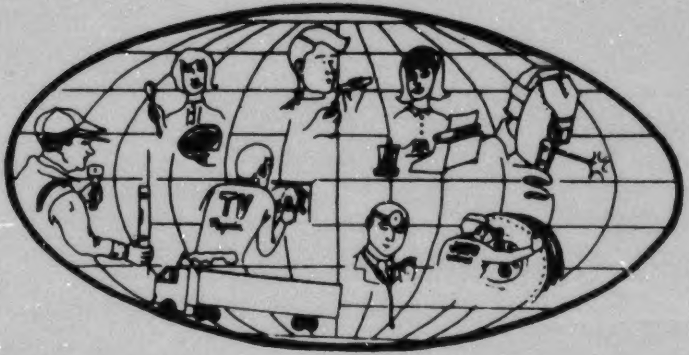
Charles E. Waters
Director

CEW/cp

Enclosure

"Infusing career education with the curriculum"

THE CALDWELL EXPERIENCE



AN INFUSIONARY APPROACH
TO
CAREER EDUCATION

GRADES K-14

CALDWELL CAREER EDUCATION
LENOIR, NORTH CAROLINA
1974

Career Education

K – 14

Caldwell Career Education

Post Office Box 309

Lenoir, North Carolina 28645

Charles E. Waters
Director

Rachel B. Cline
Coordinator

William S. Stone
Coordinator

Don Altieri
Coordinator

March 11, 1974

TO THE READER:

The Caldwell Career Education Project is a State and Federally funded program, designed to establish and evaluate a model for a comprehensive career education program in North Carolina. The project is administered jointly by the North Carolina State Department of Public Instruction and the North Carolina Department of Community Colleges through a six-member advisory board composed of Mr. E. M. White, Chairman and Superintendent of Caldwell County Schools; Dr. H. E. Beam, President of Caldwell Community College and Technical Institute; Mr. A. J. Bevacqua, Dean of Degree and Diploma Programs, North Carolina Department of Community Colleges; Mr. J. G. Hagaman, Superintendent of Lenoir City Schools; Mr. R. Barton Hayes, Chairman of the Vocational Committee, State Board of Education; and Dr. Charles Law, Jr., Director of Occupational Education.

The project is conducted through a consortium composed of the Caldwell County Schools, the Lenoir City Schools and the Caldwell Community College and Technical Institute. A target group of two elementary schools, two junior high schools, two senior high schools and the community college was selected for the initial participation in the development of the program. The second phase of implementation was by invitation to the other nineteen public schools in Caldwell County. There are at present a total of twenty public schools and one community college involved.

The primary purpose of the program is to systematically plan, develop and implement a career education model for all levels from kindergarten through the second year in the community college. This comprehensive model includes a sequentially developed program offering career awareness, career information, career exploration, career preparation and career advancement. This booklet is intended to present a few of the many ideas developed by the practitioners of the concept. To these individuals, the staff and I are deeply indebted and grateful.

Sincerely,

Charles E. Waters

Charles E. Waters
Director

"Infusing career education with the curriculum"

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I. Administrative Procedures

Many new concepts have been introduced to education, but none have created more interest or controversy than career education. Most of the controversy has been caused by the lack of a clear-cut definition of career education.

> A former United States Commissioner of Education, Dr. Sidney P. Marland, Jr., indicated that career education should lead to the fulfillment of our youth and that he hoped for a new orientation of education---starting with the earliest grades and continuing through high school---and beyond---that would expose the student to the range of career opportunities, help him narrow down the choices in terms of his own aptitudes and interests, and provide him with education and training appropriate to his ambition. In many cases his training would certainly involve the "manipulative" skills commonly associated with vocational education. It would be strongly and relevantly undergirded by education in the traditional academic subjects.
>
> In any event, what the term "career education" means is basically a point of view, a concept---a concept that says three things: First, that career education will be part of the curriculum for all students, not just some. Second, that it will continue throughout a youngster's stay in school, from the first grade through senior high and beyond, if he so elects. And third, that every student leaving school will possess the skills necessary to give him a start in making a livelihood for himself and his family, even if he leaves before completing high school. Dr. Marland indicated that he has considerably more in mind than the teaching of specific skills. He feels the student should learn about the wide range of job possibilities; he should learn what is involved in getting and holding a job; he should have guidance and counseling toward matching interests and abilities with a potential career; and he should be guaranteed help in finding a job whenever he decides he is ready to enter the working world.
>
> During the first six years of his schooling, the youngster would be made aware of various clusters of occupations and what is involved in entering them. In grades seven and eight he would concentrate on learning more about those particular job clusters that interest him most. In grades nine and ten he would select a job cluster to explore in

> some depth. An experience that would include visiting places where this kind of work is going on, trying his own hand at certain basic skills, and in general getting practical experience in what that line of work involves. In grades 11 and 12 he would pursue his selected job area even more intensely in terms of one of three options: acquiring skills that would enable him to take a job immediately upon leaving high school; taking a combination of academic and on-the-job courses in preparation for entering a post-secondary technical institution that would train him; or electing a combination program which would prepare him for a professional degree from a four year university and beyond.
>
> We have to set up alternative arrangements that provide every youngster with equally valued options. He could go on to higher education or he could train for a technical job at a community junior college or he could spin off from the system whenever he is ready and equipped to hold a job and could always change their minds and re-enter the system, not only as young people, but as mature adults.

To guarantee success, priorities in education must indeed be re-evaluated and necessary changes made in procedural operation. Educators must be willing to discard some ideas and replace them with those which are innovative and exciting to the student. The amount of change will be in proportion to the effort expended; consequently, all efforts must be carefully planned and evaluated.

The role of the administrator will be most critical. His staff will need much help and support in gaining new knowledge, expertise, and time to reappraise their personal attidudes. It is unreasonable to assume that all teachers will immediately accept the career education concept. One can readily see that the administrator must be enthusiastic and skillful in presenting the career education concept. He must be a planner, a coordinator, a consultant, a manager, and a group leader who works through and with a team of people. He must create an atmosphere conducive to experimentation and development. The central staff and principals must understand, accept, and endorse the concept before any progress is expected. After careful evaluation and planning is completed, the principal then must be afforded the opportunity to introduce the concept to his staff. He must be provided the flexibility necessary to alter the concept to fit his particular school program.

The principal is a "helper-of-teachers." He must take the leadership role in curriculum development; he initiates evaluation procedures and provides the spark to ignite the flame of enthusiasm in his faculty. Objectives must be established which are necessary before implementation of the career program. The following examples might be included:

- To assist teachers in developing an understanding and acceptance of the purpose of Career Education.
- To assist teachers in gaining the knowledge and skills needed to foster the growth of a Career Education program.
- To assist teachers in revising class plans to incorporate the Career Education concept.
- To provide effective leadership and maximum opportunities for teachers to develop positive self-concepts in their students.
- To promote articulation among the various levels represented in the Career Education program.
- To initiate opportunities for appraisal of teachers' efforts, both individually and collectively.

The North Carolina State Board of Education adopted a resolution on February 2, 1972, which states in part:

> "BE IT THEREFORE RESOLVED: That the North Carolina State Board of Education does hereby declare that an expanded occupational education program at the elementary, secondary, and post-secondary levels is a top priority to the end that by 1978 all children in grades K-9 shall experience an occupational awareness and exploration program and 80 percent of all students 10-12 shall be in a skill development program involving work experience training in business and industry. To this end, this Board of Education shall devote its energies in the securing and expending of State and Federal resources and solicits the support and assistance of every working individual in our State."

Many educators feel that this is a directive toward a total career education program, others feel that it is clearly an expansion of vocational education. Regardless of the point of view, it is an effective approach to making education relevant and enjoyable for all students.

Listed below are twelve activities, in priority order, which should be considered in the development of a career education program.

1) Establish a Career Education Task Force
   Identify key personnel within the administrative unit charged with the responsibility of developing and supervising a program of career education.

2) Establish Advisory Committees for each school with representatives from all levels.

3) Establish a Committee to Work with Business and Industry
   Identify locations for field trips (listing ages acceptable, resource personnel available, subject areas, and available materials.)

4) Establish a Public Relations Committee to keep the community informed of the program.

5) Establish a Career Education Media Center where materials can be evaluated, purchased, produced and disseminated.

6) Establish a Career Guidance Program which will assist

students in identifying interest areas and in improving self-concepts.

7) Establish a Method For Teachers to have adequate time to work with other teachers in other schools.

8) Establish a Method For Teachers to participate in local, regional or state in-service workshops where they may obtain first-hand information as to methods and techniques others are using.

9) Establish a System Wide News Letter which disseminates information about the progress of the program.

10) Establish a Committee to Develop an effective evaluation of career education.

11) Establish a Communications System for collection and dissemination of materials from other educational agencies working with career education program.

12) Establish a Procedure to Work With State Educational Agencies concerning the career concept.

II. Concept and Implementation

A. Career Awareness Concept

During the early years children begin to formulate attitudes toward self, family, friends, playmates, school and the community in which they live. It is for this reason that any educational program for ages five through nine must include activities which will aid in the development of positive self concept and the awareness of self with respect to family, school and community. Career activities, to be most effective, should be infused into all curriculum areas.

These activities should revolve around experiences which the child can relate to life within the home (grades K-1), school (grade 2), and community (grade 3), establishing a broad foundation of awareness about the world in which they live. Infusing these experiences with educational activities broadens the classroom effectiveness and stimulates natural learning conditions. Through this concept, career education seeks to utilize all available resources which will assist the child in becoming aware of the vast number of life styles. Educational experiences which are more closely related to the child's life experiences are more likely to be meaningful and internalized than unrelated daily routines. Children are interested in and talk about things with which they can readily relate. Occupations of parents, of school personnel, and of community workers provide a systematic approach of the introduction of careers.

B. Infusion of the career concept into the instructional program

Awareness programs can be infused with curriculum activities in a variety of ways, depending upon the teaching methodology employed by the classroom teacher. Since activities are generally individualized to a degree in early childhood, individual interest can be utilized in introducing career interest centers. Others may rely upon the use of human, environmental, and economic resources in the school community for the infusionary process. Through the use of role playing, discussions, games, story writing, reading, art, and other activities, the student begins to associate life experiences with home and school. This makes education a means through which they can develop a better understanding of self in relationship to home, school, and community.

1. Through classroom activities

Primary teachers have long used an action-oriented approach to classroom activities which stimulate the inquisitive nature of their students. Action activities related to stories provide students an opportunity to depict their understanding of the lesson presented. Classroom activities which expand the world of the student are employed to teach content area. The career awareness concept provides opportunities for teachers to introduce their students to new situations expanding the classroom to include the home, school, and community.

2. Through community resource people

Community resource persons, serving as the core of information for the career education program, are used in various ways. In many instances these persons visit the schools and talk with either combined groups of students or to a single classroom of students. During their visits to the schools, they provide numerous experiences for students, often bringing with them articles used in their work. They readily discuss and exhibit these articles which is a new experience for many of the students. Quite often on their visits to the schools, these persons show films depicting interesting aspects of their careers. In one particular instance a resource person during a school visit was instrumental in starting a school wide essay contest on fire prevention. Of course this was related directly to the language arts program.

There are numerous advantages in having the resource persons visit the schools. Students, when in their familiar surroundings, tend to be more relaxed and consequently are able to converse more readily and ask more pertinent questions. Visits to the schools by these persons also enable them to reach and accommodate many more students during one visit than they could accommodate at their places of business. This helps to alleviate the problem of the teacher having to make several trips to a single business. Because of the physical size of many of the businesses such as the florist shop, it would be impossible to take all of the students at one time. Another advantage of having a resource person come to the school is that this method supports immediate reinforcement. Information presented by the resource person can be immediately related to information in written texts.

By using community resource persons, relations between the community and school are enhanced. These persons provide students with a wide variety of experiences which they might otherwise never have heard about or experienced. Handled effectively, this can lead to a feeling of mutual appreciation, support, and respect between school and community.

3. Through the use of field trips

Field trips play a very important role in introducing the career concept into the overall program. Teachers indicate that field trips lend themselves to a good opportunity for the writing of "experience stories" as a follow-up classroom activity. Writing reinforces the field trip experiences in a way which no other activity can. Field trips stimulate the desire to express feelings in art and dramatics. Many students, who find it difficult to verbally express themselves, find that through these forms of media they too can communicate with ease. In this way their contributions to the group experience can be just as important as any other.

Field trips give birth to a wide variety of classroom activities. Students can construct replicas of places they visit, objects they observe, or actual processes they view and are encouraged to construct an experience notebook which grows with each trip. Classrooms are turned into post offices, grocery stores, florists shops, bakeries and numerous other businesses, all lending themselves beautifully to the child's expression of an experience he has had on a field trip. In addition, experiences on field trips are readily expressed in the form of music. Simple tunes are written which express "fun" experiences.

Field trips provide many opportunities to correlate activities with subject content. They are of great significance in that they lend themselves to the gathering of knowledge which would often be unattainable through conventional means. Through actually viewing people involved in numerous careers, the students realize how important an education is to achieve a particular goal.

4. Through the incorporation of guidance activities

Guidance concepts are incorporated into classroom activities in numerous ways. Different methods are used to illustrate to the students that if they are good citizens and treat people with respect, they will receive this kind of treatment in return.

Another aspect of guidance in relation to classroom activities deals with making students feel as though they are worthwhile individuals. Many students have very poor self concepts. Through participation in group activities, it is felt that the students' self respect and self image are definitely improved.

Great emphasis is expressed toward achieving one objective in guidance; enabling the child to better understand himself. If a child doesn't understand and learn to deal with his problems at an early age these problems will, more than likely, magnify causing more serious trouble later in life. One technique which may be used in introducing students to problem solving is to restate the problem in such a manner that each child can readily relate to it. The students, after careful consideration of the problem, would then offer possible solutions. This procedure encourages independent thinking and enables the child to gain experience in making decisions.

Another important aspect of guidance is that of teaching the student to accept himself, set reasonable goals and evaluate his accomplishments.

III. Concept and Implementation

A. Career Information Concept

During the elementary years, career education enables children to become aware of work, leisure, and emotions; of a value system; of himself and others. The experiences in which the children are involved relate activities in every subject area to the wide world of work within the community, state, and nation, establishing a broad foundation of awareness and information about careers. This can be accomplished through a multi-media approach—literature, visual aids, hands-on activities, field trips, and speakers from a wide variety of occupations.

The school and all aspects of the community can be brought into a closer relationship with each other through coordination of community resource persons and activities in the schools.

Children are involved with experiences which lead them toward a better understanding of their own personhood. These experiences focus on self-understanding and the development of positive attitudes toward themselves, others, and the world of work.

B. Infusion of the Career Concept into the Instructional Program

1. Through classroom activities

Activities such as sewing, cooking and building are used in relation to subjects such as geography, history, language arts, math, etc. By introducing the fashion of different countries and by sewing and creating some of the items that people wear, the students are able to understand countries in a different light and at the same time learn something that can be career oriented.

When cooking, the students are using measurements that they may not have been able to grasp otherwise. Many students are unaware that they are learning and therefore school becomes fun.

Career education games are utilized to stimulate interest as well as to provide opportunities for stimulation activities.

When a child shows talent in a subject such as art. career terms can be used so that the child may be made aware of the different areas of art. Reinforcing the child's interest and talent indicates the teacher is concerned thus improving the child's self-concept. As a result, this may change his attitude toward school.

Career education stimulates discussions on "why work". These discussions bring about an awareness of why some people work and why some do not. This is a relevant part of many children's lives enabling them to establish values about work.

By developing more realistic self-determined career goals individualized instruction can become a reality. Through the implementation of career education into the instructional program, the pupils are able to explore their own unique interests, abilities, and establish their own goals. Students are able to improve their attitudes and over-all outlook of the working world.

2. The use of community resource persons

Much success in implementing career education into the instructional program is due to the assistance of community resource persons. The community resource persons are efficient, responsive, interesting, and help motivate the children to various job opportunities. They state the educational requirements needed for each job and through this method children are able to understand the need for required courses.

Career education is an effort which can be used in developing effective communication between schools, students, parents, educators, and the community. The concept will also help teachers in making students aware of their responsibility for themselves and for their careers.

3. The use of field trips

Field trips provide a realistic view of the different forms of work. They stimulate discussions on the advantages and disadvantages of various occupations. The students are able to relate to educational achievement when a relationship is made between the goals of education and the opportunities in the world of work.

Information and materials collected on field trips make excellent classroom reference material whenever a need arises.

Much enthusiasm is generated over the interchange of ideas from field trips. The results of field trips are three-fold: They provide for immediate reinforcement, improved communications between teachers and students, and an understanding of the value that all workers are significant in our economic system.

4. Through incorporation of guidance concepts into classroom activities

Career education guidance activities in the classroom consist of students working in small groups through art, role-playing and language experience stories which may be the results of a resource persons visit or a field trip. This provides opportunities for the classroom teacher to assist the student in developing a positive self image. Activities which create an atmosphere conducive to the use of puzzles, career games and verbal interaction might be utilized to improve decision making and problem solving skills. Through this concept students can be made aware of and the need for improved citizenship.

An understanding of individual differences and interests may be provided by encouraging each individual to pursue his own talents. The utilization of the competitive nature of this age child provides an opportunity for positive reinforcement. It also provides for recognition and appreciation of differences in others.

IV. Concept and Implementation

A. Career Exploration Concept

Subject matter by itself may mean little to the growing student unless it relates in some manner to the society in which he lives. Career education in the middle grades provide activities and information which are relative to the society in which he lives today as well as the society in which he may live in future years. Learning is a personal, individual thing, of real significance only to the learner himself. The aim of schools should be to provide learning experiences which capitalize on each individual's potential and insure him the opportunity to become what he is capable of being.

Career education provides these experiences both direct and vicarious, which supply first-hand knowledge of the world of work. It provides an opportunity for students to explore their capabilities, to appraise their potential, and to build self-confidence. The role of exploration aids in the process of decision-making.

Activities are infused into the basic instructional program to accomplish these goals. However, it is important that activities be conducted in an organized manner with each step building upon prior learnings. By relating subject matter to the world of work, the classroom teacher can make school and community life more meaningful.

Perhaps many of the concepts, methods, and techniques peculiar to career education have been present in school curricula all along. Yet the titular implications and directions of career education channel the efforts of all involved toward providing learning experiences for every student so that he might develop to the fullest. The potential dropout becomes more aware of the worth of school as it becomes more relevant to his present and his future. The student who is interested in academic subjects is able to narrow and develop his range of possible careers. The student who is interested in academic subjects is better equipped to make decisions concerning occupations and courses related to those chosen occupations.

B. Infusion of the Career Concept into the Instructional Program

1. Through classroom activities

Numerous methods and techniques are used to infuse career education activities into the instructional program. Simulation procedures, such as role playing, skits, plays, and games, involve the student in a type of hands-on and problem solving experiences. More conventional methods include lecturing, bulletin boards, filmstrips, group work and discussion. Innovative techniques, such as individualized instruction, peer teaching, independent studies, the contract system, or student-determined special projects, adapt the classroom experiences to student needs. Team teaching, competency-based testing, activity sheets, and demonstrations of work related activities are other methods used in the permeation of the instructional program by career education.

Materials used to enhance and enrich the curriculum include teacher and student made materials, free materials, along with bulletin boards, filmstrips, vertical files of careers, student-made "documentaries", mail-order catalogues, as well as professionally prepared kits and games. These stimulate student interest and a desire to search for additional information. Students and teachers become involved in the endless quest for determining available career possibilities.

Another invaluable technique used by teachers within the career education program is evaluation. All courses need their content continuously evaluated. Course content should be closely examined, added to, revised and brought up to date regularly if students are to get the most from them. Contemporizing course content with student needs is a fundamental principle within a successful career education program.

2. Through community resource people

Several concepts are requisite to a successful career education program. One is the use of community resource persons, laymen as well as professionals. Careers are made real to students by firsthand or added information as careers of people within the community are correlated with class studies. In the classroom, knowledge and skills of community resource persons are used to introduce, expand, or conclude units of study. In academic areas the subject with its related skills is taught and then resource persons are used to correlate various careers with the classroom subject matter. The utilization of this wealth of information within the community affords students the opportunity to familiarize themselves with the diverse lifestyles near their own back doors.

3. Through the use of field trips

Another technique employed to stimulate learning is the field trip. Trips incorporated into teaching procedures before, during or after a unit of study arouse student interest and increase awareness of careers. A field trip provides a concrete, "on sight" experience which enriches school curricula. Preliminary plans for a field trip should include investigations of careers associated with the trip. Students may research, report and discuss occupations relevant to the forthcoming excursion into the working world. After the trip these same methods may be utilized to reinforce or summarize what has been observed or learned. Thus, classroom activities and community activities become a relative phenomena to the student.

4. Through the incorporation of guidance activities

Career education as it introduces and correlates a variety of careers, with subject matter also incorporates guidance activities into the classroom. Career education concerns itself with all aspects of the student's development rather than just with his intellectual achievements.

Acceptance of responsibility, self-understanding and utilization of potentials are emphasized by the very nature of the program. The student is provided with facts about himself and his environment and is encouraged to use these facts in determining his goals and relating these goals realistically to his abilities. The student is able to work independently, make decisions and accept responsibility for his actions. He gains confidence in himself and his capabilities as he increases his awareness of the world and the people in it.

Every teacher is directly involved in guidance activities of the student. The teacher may serve as advisor and assist the student in his developmental behavior. By setting a positive example, the teacher can serve as a model of behavior. Individual interaction with students may assure them of their worth and the teacher's concern for them. Since many of the career education activities are individualized and independently carried out, the teacher is able to develop skill in observing and analyzing student behavior and interests. The observations help the teacher determine the student's career development and as a result, the teacher is better equipped to assist him in the direction in which he wants to pursue.

5. Through the correlation of occupational exploratory programs and academic areas

Classroom teachers and occupational teachers work closely together in coordinating and planning projects. These projects incorporate academic and occupational activities to achieve a developmental and unified program of study. Once again the student is given the opportunity to explore his academic interests concomitantly with the possibilities available to him in the world of work. Activity sheets are also used to the same end by classroom and occupational teachers alike.

An effective program of articulation is essential at this stage in order to inform the students of the occupational and career opportunities in the next stage of their educational developments.

V. Concept and Implementation

A. Career Preparation Concept

Career preparation provides for a broad approach to preparation for citizenship; provides job information and skill development; and also helps individuals develop attitudes about the personal, psychological, social and economic significance of careers in our society. It develops and fosters avocational and recreational interest of individuals to help prepare them for a well-rounded life in a world in which leisure time is increasing.

With career education the basic academic subjects, such as mathematics, science, social studies and language arts, become more relevant because the student is helped to see the relationships to future career goals. For example, measuring the area of the classroom or even the student's home can be so much more meaningful than an abstract problem on area in the textbook. The separation of academic and vocational curricula into separate programs is a false dichotomy. A comprehensive high school should offer more than exploratory and skill training courses. An educational environment is stregthened when vocational and academic courses. Mathematics, English, and other academic courses may not be effective unless they relate to a student's real needs or goals. Vocational courses may be hampered because the student cannot read or write a complete sentence. Full advantage should be taken of the fact that courses such as shorthand, typewriting, office machines, carpentry, and others offer an ideal laboratory in which English and arithmetic skills can come alive.

Another part of career preparation is the use of the community. No teacher can be knowledgeable about all occupations or subjects. By using community people, a teacher can bring to the classroom, people to share experiences on most every subject covered in the curriculum. This along with well organized field trips to see key subjects of interest will truly make the curriculum exerting for the student.

Along with using the community, career guidance is an integral part of career preparation. The career guidance program assists students in selecting and making necessary adjustments in preparing for careers and insures placement, upon leaving school, in either a job and/or further education.

B. Infusion of the Career Concept into the Instructional Program

The techniques of career preparation utilize resources to bring as much realism as possible to the educational process. Emphasis on the development of self-confidence, learning about various ways of using leisure time, having respect for others, seeing a need for learning throughout life, and developing a good attitude toward work are vital to career preparation.

1. Through classroom activities

Individualization is a highly successful method of instruction. Materials for individualized instruction can be teacher-made so as to meet the specific needs of the students. In working with slow learners and non-readers, pictures, charts, magazines, and tapes can be used to get ideas across to the student. Teachers utilize former school graduates to relate how the school met or didn't meet their needs for the work in which he is now active. Group work and peer tutoring can be used to infuse career education activities into the instructional program.

Student-made and commercially-made career education materials are valuable resources. Units of study are portrayed through student-made materials as bulletin boards, projects, displays, activity sheets and special interest packages. Commercial materials consisting of filmstrips, simulation games, guidance, and career materials give the student a more exciting look at a particular unit of study. Simulation games can be used for students to increase their decision skills.

2. Through community resource people

The use of resource persons is especially good to reinforce material being taught in the classroom. These people not only stimulate student interests, but make classroom experiences more relevant to actual community situations. These first-hand accounts allow students to see some of the specific qualifications and characteristics of occupations, along with such practical aspects of job availability and salary. Resource persons offer encouragement to students interested in a specific field.

The following are suggested steps for a teacher to consider in using resource persons.

a) Teachers and students need to compile a list of available resource persons.

b) The teacher needs to determine the relevancy of the resource person in relation to a particular unit of study.

c) The teacher should contact the resource person in order to communicate to him information which would be pertinent to the students.

d) The teacher should plan an effective follow-up of each presentation.

3. Through the Use of Field Trips

Field trips allow students a first-hand look into the application of subjects that are being studied in the classroom. Teachers may strengthen major points in a unit of study by following presentations from resource persons with a trip to his natural work setting. The student becomes a planning member of the class by being allowed to help select and plan the field trips. The following are suggested steps in implementing field trips:

a) Teachers should discuss with students the need for field trips.

b) Teachers should allow the students to help select field trips that would aid in the better understanding of a unit of study.

c) Teachers should be responsible for making the necessary contacts and arranging for someone to meet with and act as a guide for each group.

d) Teachers with the principal's approval should make the transportation plans and be responsible for securing parental permission forms.

e) Teachers should ask the students to assist in evaluating the field trips.

4. Through the Incorporation of Guidance Activities

Teachers should coordinate many of their classroom activities with the guidance office. The counselor can provide a great deal of educational and occupational materials for student and teacher use. Educational, occupational, and personal counseling is handled by the counselor. Teachers incorporate guidance concepts in the classroom through studying problems concerned with dropouts, student attitudes and learning. These can be combined with the results from vocational interest tests to help the student analyze his interests, strengths and weaknesses. The worth of the individual should be stressed in every classroom.

5. Through the Correlation of Vocational and Academic Areas

When academic and vocational teachers plan and work together, the student benefits from a more realistic curriculum. There are a number of ways in which classroom activities can be correlated between the academic and vocational programs. A math teacher whose class is interested in building geometric figures may obtain help from the shop instructor who, in turn, can provide some construction techniques as the students make their projects. The biology and horticulture classes can jointly plan projects using the greenhouse facilities. The carpentry instructor who finds some students weak in math can work with the math teachers to develop a curriculum using actual carpentry problems. The following are suggested methods by which academic and vocational teachers can correlate activities:

a) Academic and vocational teachers need to work together in setting up and determining how they will meet their instructional objectives.

b) Academic and vocational teachers need to have weekly planning sessions if their cooperative ideas are to be meaningful.

c) Academic and vocational teachers need to be constantly evaluating their cooperative efforts and instructional objectives.

VI. Concept and Implementation

A. Career Advancement Concept

Career advancement at the community college level is a multidimensional concept. First, it means providing individuals with the specific skills and attitudes needed to be an effective and productive member of the society. Second, it means the re-education of those individuals whose education has become obsolete as a result of changes in the technological aspects of the society. Third, it means providing education for those individuals who wish either to attain a higher level of skill in their basic area of competency or broaden their background in this area.

The community college or technical institute provides for career advancement through individual course offerings, short courses, workshops or programs leading to a certificate, diploma or degree. These can be offered for credit or non credit depending on the individual's needs.

Counseling and guidance services are provided to help each person as an individual to determine his educational needs and plan a course of action toward reaching an established goal.

Explanation of the career options available to students can be accomplished through a student orientation program. New students can be rotated through the curricular areas of the college. A brief presentation can be made by the instructor or instructors in the area, explaining program options, requirements and career opportunities. The orientation should be acomplished prior to the student registering for any program.

B. Infusion of the Career Concept into the instructional Program

1. Through improvement of Instruction

The curriculum and instruction underlying the courses, programs, etc. which provide for career advancement must be sound, well organized, current and relevant. Two areas of instruction which need constant attention are mathematics and English. Almost all of the occupational programs require some knowledge of these two areas. Successful teaching and learning in these areas might include individualizing the instructional program. A method of accomplishing this would include the use of cognitive style mapping to determine the learning style of the student. A pretest is used to determine the entry level into the program. The content is organized into discrete packages or subunits with performance objectives. This method makes use of multiple teaching and learning strategies such as lecture, discussions, seminars, tutoring, programmed instruction, slide-cassette tape presentations and laboratory experiences. Concepts and principles would be presented to the student on the basis of his cognitive style rather than all students receiving instruction in the same manner. Each student would be evaluated individually, based on his ability to successfully complete the stated performance objectives.

It is important that instruction be constantly monitored in order to insure that it does not become an impediment to the goals of the student and his overall program.

2. Through career options

Within the occupational program areas, efforts can be made to make each program open-ended with career options available. For example, a one year vocational program, if properly designed, can provide the basis for or the first year of a two year technical program. In turn, the two year technical program can become the first two years of a bachelor of technology program or with the addition of certain courses, the two year program can become the basis for a four year bachelor of arts or science degree.

A further refinement of the career option concept is the identification of saleable skills associated with each quarter of education. For instance, a secretarial student, after completing one quarter of education, would possess certain skills and could expect to earn a certain amount of money in the job market. After two quarters, the student would possess additional skills and could expect to earn a higher rate of pay. This type of career option or ladder can be planned from the first quarter of enrollment through the highest level of course offerings. Job opportunities, rates of pay and benefits derived can be identified for each level.

The career option concept allows the student to become a life long learner moving in and out of the formal educational setting as the need arises without any stigma being attached.

3. Through minicourses

Minicourses, taught as part of the regular curriculum program of the community college, can provide another type of career advancement activity. These courses can be structured and taught in such a way as to provide the student with very specific skills. Examples of minicourses are: How to Operate a Ten Key Adding Machine; Basic Machine Shop Operation; and How to Secure Employment.

4. Through the evening high school program

In attempting to meet the needs of the wide range of backgrounds of the students who are interested in pursuing a career, the community college must, of necessity, provide a variety of programs. One type of program, which is designed to serve primarily individuals 16 to 18 years of age who are not in a school setting, is the evening high school.

The purpose of the evening high school is to serve individuals who for one reason or another have not experienced success in the public school setting. Students may pursue course work which will allow them to return to the public school setting, complete the work for a specific high school diploma or the high school equivalency diploma.

Vocational courses of an introductory nature are also available such as auto mechanics, personal typing, child care, cosmetology, drafting and furniture production.

The emphasis in such a program is on the worth and dignity of each individual and the need for him to obtain the skills necessary to open educational and/or alternatives not presently available to him.

VII. Career Education Materials

A. Commercially Prepared

Many companies indicate that they have developed a program of career education materials but upon investigation, many areas are not complete. Some practitioners involved in career education have found it necessary to develop much of their own materials. Teachers indicate advantages in using both teacher made and commercially prepared materials in the achievement of their goals. Considerable time and effort can be saved by purchasing commercially prepared materials which meets teacher needs.

There are other advantages to having commercially prepared materials. Durability, function, attractiveness, and cost are some of these advantages. All materials, whether teacher made or commercial, serve to reinforce particular activities. These materials may be used successfully in motivating student interest or they may be used during the study of a particular topic. It is for this reason that a list of companies which can supply commercial materials is included. In no way is any particular company or organization being endorsed.

1. Helpful materials have been secured from the following companies in the K-6 area:

Educational Service, Inc.
P. O. Box 219
Stevensville, Mich. 49127

Advanced Learning Concept's
211 West Wisconsin Avenue
Milwaukee, Wisconsin 53203

G. P. Putnam's
P. O. Box 10
East Rutherford, N. J. 07073

Stone's School Supply Co.
500 East Fourth Street
Charlotte, N. C. 28202

Coronet Instructional Mat.
65 East South Water St.
Chicago, Illinois 60601

Developmental Learning Mat.
7440 Hatches Avenue
Niles, Illinois 60648

Encyclopedia Brit. Education
425 North Avenue
Chicago, Illinois 60611

Franklin Watts, Inc.
845 3rd Avenue
New York, N. Y. 10022

ABC School Supply Company
437 Armour Circle, N. C.
Atlanta, Georgia 30300

Denoyer - Geppert
5235 Ravenwood Avenue
Chicago, Illinois 60640

Bowmar
P. O. Box 3623
Glendale, Calif. 91201

Morgan Brothers School Sup.
P. O. Box 1289
Asheville, N. C. 28802

American Guidance Service
Publisher's Building
Circle Pines, Minn. 55014

Midwest Publications
P. O. Box 129
Troy, Michigan 48084

Educational Reading Services
320 Route 17
Mahwah, N. J. 07430

Science Research Asso.
1000 Westchester Avenue
White Plains, N. Y. 10604

Julian Messner Pub. Company
630 5th Street
New York, N. Y. 10022

Eye Gate
146-01 Archer Avenue
Jamaica, New York 11435

Berkly-Cardy Company
1900 N. Narrgansett Avenue
Chicago, Illinois 60639

Educational Development
P. O. Drawer 1007
Lakeland, Florida 33802

Carolina School Supply
P. O. Box 2185
Charlotte, N. C. 28201

Society for Visual Educ.,Inc.
1345 Diversey Parkway
Chicago, Illinois 60640

Instructional Materials Co.
Charlotte,
North Carolina 28294

Grolies Educational Corp.
845 Third Avenue
New York, N. Y. 10022

Oidma, LTD.
Post Office Box 3868
Centerdale, Rhode Island 02911

King Features Education Division
235 East 45th Street
New York, New York 10017

McGraw Hill Book Company
330 West 42nd Street
New York, New York 10036

2. Helpful materials have been secured from the following companies in the 7 - 9 area:

Reinhold Publishing Co.
430 Park Avenue
New York, N. Y.

Julian Messner Pub. Co.
630 5th Street
New York, N. Y.

Henry Z. Walck, Inc.
19 Union Square W.
New York, N. Y.

John Day Pub. Co., Inc.
257 Park Avenue South
New York, N. Y.

Random House Pub. Co.
Westminister,
Maryland

Benefic Press
Chicago,
Illinois

Guidance Associates, Inc.
Pleasantville,
New York

Bear Films, Inc.
Baldwin,
New York

Houghton - Mifflin, Inc.
666 Miami Circle, N. E.
Atlanta, Georgia

Crestwood House
P. O. Box 423
Mankato, Minn. 56001

Eye Gate
146-01 Archer Avenue
Jamaica, N. Y. 11435

Kimbro Educational
Box 246
Deal, New Jersey 07723

Coronet Instructional Media
65 E. S. Water Street
Chicago, Illinois

A B C School Supply
437 Armour Circle
Atlanta, Georgia 30324

Educational Record Sales
157 Chambers Street
New York, N. Y. 10007

B F A Educational Media
2211 Michigan Avenue
Santa Monica, California

King Features Education Div.
235 East 45th Street
New York, N. Y. 10017

G. P. Putman's Sons
P. O. Box 10
E. Rutherford, N. J. 07073

Communications Res. Machines,
Dynamic Design Inc.
Anaheim, California

Western Publishing Company
Academic Games Association
850 Third Avenue
New York, N. Y. 10022

Southern School Service, Inc.
Canton, North Carolina

Scholastic Book Services
904 Sylvan Avenue
Englewood, New Jersey

Careers
Largo,
Florida 33540

Stone's Southern School Supply
329 West Hargett Street
Raleigh, N. C. 27602

G. G. Voith, Educ. Recordings
4612 Club Circle, N. E.
Atlanta, Georgia 30319

Franklin Watts, Inc.
845 Third Avenue
New York, New York 10022

William Morrow and Company
Lothrod, Lee and Shepherd Company
105 Madison Avenue
New York, New York

MacMillian Library Services
200 B. Brown Street
Riverside, New Jersey 08075

Society for Visual Education, Inc.
1345 Diversey Parkway
Chicago, Illinois 60640

Science Research Assoc.
1000 Westchester Avenue
White Plains, New York 10604

McGraw Hill Book Company
330 West 42nd Street
New York, New York 10036

3. Helpful materials have been secured from the following companies in the 10 - 12 areas:

Stone's Southern Sch. Sup. Co.
329 W. Hargett Street
Raleigh, N. C. 77602

Channing L. Bete Company
45 Federal Street
Greenfield, Mass. 01301

Noble and Noble Pub. Co.
730 Third Avenue
New York, New York

What's New in Home Ec.
666 Fifth Avenue
New York, New York

American Home Ec. Assoc.
2010 Massachusetts, N. W.
Washington, D. C. 20009

Steck - Vaughn Company
P. O. Box 2028
Austin, Texas 78767

John Wiley and Sons, Inc.
605 Third Street
New York, New York

Alesco
404 Sette Drive
Paramus, New Jersey 07652

Society for Visual Educ. Inc.
1345 Diversity Parkway
Chicago, Illinois 60614

Delmar Publications
P. O. Box 5087
Albany, New York 12205

Interstate Printers & Press
Jackson at Van Buren St.
Danville, Illinois 61832

Division of Scholastic Mag.
904 Sylvan Avenue
Englewood Cliffs, N. J. 07632

Nasco
Fort Atkinson,
Wisconsin 53538

Prentice - Hall
Englewood Cliffs
New Jersey 17632

Southwestern Pub. Co.
5101 Madison Road
Cincinnati, Ohio 45227

McGraw Hill - Gregg
330 West 42nd Street
New York, N. Y. 10036

Coronet Instr. Materials
65 S. E. Water Street
Chicago, Illinois 60601

J. C. Penny
1301 Ave. of the Americas
New York, N. Y. 10019

Geyer Instr. Aids Co.
P. O. Box 7306
Fort Wayne, Ind. 26807

Guidance Association
Pleasantville,
New York 10570

School Book Depository
Div. of Public Instruction
Raleigh, N. C. 27602

General Learning Corp.
Box 2000
Morristown, N. J. 07960

American Education Pub.
Education Center
Columbus, Ohio 43246

Follett Publishing Co.
1010 W. Washington Blvd.
Chicago, Illinois

Little Brown
24 Beacon Street
Boston, Mass. 02106

Kirch Company
Dept. S. P.
Sturgis, Mich. 49091

Mcknight and McKnight
Box 854
Bloomington, Ill. 61701

Ginn and Company
125 2nd Avenue
Waltham, Mass. 02154

Teaching Aids Inc.
P. O. Box 3527
Long Beach, Calif. 90803

Charles W. Clark Co., Inc.
564 Smith Street
Farmingdale, N. Y. 11735

Listening Library
One Park Avenue
Old Greenwich, Conn. 06870

Dak Enterprises
Magnetic Products Division
P. O. Box 69920
West Hollywood, Calif. 90069

Eye Gate House
146-01 Archer Avenue
Jamaica, N. Y. 11435

Parents Mag. Films, Inc.
52 Vanderbelt Avenue
New York, N. Y. 10017

Western Publishing Co.
New York,
New York

The Hirol Company
1170 West McNab Road
Ft. Lauderdale, Fla. 33309

Harriam Assoc. Bull Boards
205 Lowell Heights Road
Concord, Tennessee 37720

The Institute for Research
610 S. Federal Street
Office 703
Chicago, Illinois

Betty Stack
Family Circle
488 Madison Avenue
New York, N. Y. 10022

B. Teacher Made

If one had access to all of the materials distributed commercially, there still would be a lack of materials suitable for specific activities. Therefore teacher made, as well as student made, materials can be of great value.

The type of material most often employed by teachers is the student activity sheet. Although these sheets may vary in content and form, they do agree in purpose - to show the working relationship between a career and a particular classroom activity.

Learning Activity Packets (L.A.P.) have been utilized by some teachers. These packets may be used by individual students to work independently. They progress at their own rate as they complete the activities in each packet. The teacher provides encouragement and help when necessary. A L.A.P. also may be the method used by the teacher for a unit of instruction to an entire class with students being able to choose optional activities of their interest.

The unit method of teaching has been used by many teachers for years. Sample units of study are included to show how career education can be infused into existing units.

It is hoped that the included samples may inspire and motivate teachers to develop their own materials and to try different approaches to what is being taught.

EXAMPLES

OF

STUDENT ACTIVITY SHEETS

K - 12

STUDENT ACTIVITY SHEET

GRADE LEVEL: Kindergarten

SUBJECT AREA: Social Studies (home helpers)

CAREER AREA: Home helpers

ACTIVITY: Acting out and guessing who is the helper.

APPROXIMATE COMPLETION TIME: 3 min. per helper

PREVIEW:

Discuss on earlier day, pictures of these helpers and what are their jobs.

EQUIPMENT:

Pictures of these helpers in the home.

INSTRUCTIONS:

Give each child a card or name of a helper which they must pretend role play. If the class can't guess the helper, the actor can give them a clue. Take turns until all the helpers have been fully identified for their jobs.

REVIEW:

Discuss each helper again and see if it is easier for the children to identify them.

OTHER JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL:

Any in which a certain job can be identified by a particular act.

COMMENTS:

These helpers can be used:

mother
father
brother
sister
grandmother
grandfather
uncle
aunt

STUDENT ACTIVITY SHEET

GRADE LEVEL: Kindergarten

SUBJECT AREA: Social Studies, Art

CAREER AREA: Home decorator

ACTIVITY: Christmas Wreaths

APPROXIMATE COMPLETION TIME: 5-8 days, working 30 minutes per day

PREVIEW:

Talk on home decorator, what he does to make our home pretty for the Christmas holidays.

EQUIPMENT:

1. 1 clothes hanger
2. 1 pkg. (maybe more) tissue paper per child

INSTRUCTIONS:

Shape each hanger into as near a circle as possible. Cut the tissue paper into 1 1/2" x 3 1/2 ". Fold the paper rectangle around the hanger so the ends are together. Twist at the center next to the wire, with a twist of the wrist action. Push these together so to form a fluffy full wreath.

REVIEW:

The decorators takes pride and patience with his work, did you?

COMMENTS:

Green makes the prettiest wreaths with red tissue paper bow. Also, white or red wreaths are pretty.

OTHER WORKERS WHO USE THIS ACTIVITY:

florist
teachers
hobbiest

STUDENT ACTIVITY SHEET

GRADE LEVEL: 1

SUBJECT AREA: Social Studies

CAREER AREA: Doctor, Nurse, Dentist

ACTIVITY: Making "Career, Riddles, Game"

TIME:

PREVIEW:

Discuss how to write a riddle

EQUIPMENT:

1. Folder
2. 5 x 8" cards

INSTRUCTIONS:

Write riddles about helpers in the neighborhood on one side of a card. Put the answer on the other side. Example:

> Who works hard and long
> to keep you well and strong? (DOCTOR)
>
> I wear a white dress. I help you
> when you come to see the doctor.
> I visit your school sometimes, too. (NURSE)

REVIEW:

1. Do students know what a riddle is?

2. Does this game help them to know more about Health Helpers?

OTHER JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL:

COMMENTS:

STUDENT ACTIVITY SHEET

GRADE LEVEL: 1

SUBJECT AREA: Social Studies and Art

CAREER AREA: Workers who help us at home

ACTIVITY: Fit the hat

APPROXIMATE COMPLETION TIME: 10-15 minutes

PREVIEW:

Discuss what kinds of hats are found on the worksheet. Who wears them? (provide pictures or drawings of workers who serve our homes, allow each child to choose one, make a hat for this person.)

EQUIPMENT AND MATERIALS:

1. Worksheet
2. Scissors
3. Paste
4. Crayons

INSTRUCTIONS: (Check each item as completed)

______ 1. Cut out hats.

______ 2. Paste on the correct friend.

______ 3. Color friend

______ 4. For the hats not used, have students draw that friend and add the hat.

REVIEW:

Do all helpers or friends wear a uniform? ________

OTHER JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL:

COMMENTS:

STUDENT ACTIVITY SHEET

GRADE: 2

SUBJECT AREA: Social Studies

CAREER AREA: Personal Service Occupations

ACTIVITY: Making and using a career research box

APPROXIMATE COMPLETION TIME:

PREVIEW:

Use this type activity as an introduction to related career units.

EQUIPMENT AND MATERIALS:

1. Kleenex box
2. Small paper rectangles

INSTRUCTIONS:

Use a kleenex box (the kind that opens on the side)
Write suggested careers to be studied in unit on pieces of construction paper.
Fold and put in the box. When a card is drawn, the student goes to the library and finds out all he can and writes it down to be shared with the class at a later date.

REVIEW:

Did this activity help students to become aware of personal services jobs available?

Did this activity help students to learn more about using the library?
Did this activity help students to learn how "to find out"?

OTHER JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL:

COMMENTS:

Add titles to research box as each unit is introduced.
Add seasonal research suggestions: Abraham Lincoln
George Washington
Christopher Columbus

(These are certainly in relation to careers)

STUDENT ACTIVITY SHEET

GRADE LEVEL: 2nd

SUBJECT AREA: Language Arts and Spelling

CAREER AREA: Secretary

ACTIVITY: Dividing words into syllables

APPROXIMATE COMPLETION TIME: 10 minutes

PREVIEW:

1. What are syllables?
2. Why do you need to know how to divide words?
3. Visit school secretary's office

EQUIPMENT AND MATERIALS:

Worksheet

INSTRUCTIONS:

____ 1. Practice dividing words into parts or syllables.

____ 2. Choose someone to work with you if you need help.

REVIEW:

What does each syllable contain?

OTHER JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL:

Editor Teacher Advertising Agent Stenographer

COMMENTS:

Have school secretary visit the classroom and show how the typewriter is used to divide words in syllables.

Have a mother, who is a secretary, visit the classroom and relate the use of dividing words into syllables to improve spelling.

STUDENT ACTIVITY SHEET

GRADE LEVEL: 3rd

SUBJECT AREA: Social Studies and Language Arts

CAREER AREA: Mailman

ACTIVITY: Setting up a classroom postoffice

APPROXIMATE COMPLETION TIME: 1 hour (may be continued for several days)

PREVIEW:

1. Why is reading important to a mailman?
2. Why is mail important to communication?

EQUIPMENT AND MATERIALS:

1. The middle section out of a large carbonated drink box and the box itself.
2. A black crayon
3. Drawing paper
4. Scissors and glue

INSTRUCTIONS: (check each item as completed)

___ 1. Turn the box on its side that it looks like individual mailboxes in a post office.

___ 2. Cut strips of paper and write each class member's name on one.

___ 3. Glue a name strip over each little compartment, that will be that person' mailbox.

___ 4. You act as mailman and when the children have letters for one another they should bring them to you and you put them in the correct box.

REVIEW:

1. What were some problems that you ran across in doing this? Do you think a real mailman might have the same problems?

2. Would you like to be a mailman? _____ Why or why not?

OTHER JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL:

COMMENTS:

STUDENT ACTIVITY SHEET

GRADE LEVEL: 3rd

SUBJECT AREA: Health

CAREER AREA: Nurse

ACTIVITY: Making a nurse's cap

APPROXIMATE COMPLETION TIME: 30 minutes

PREVIEW:

1. What are a nurse's duties?

2. Would you like to be a nurse? _____ Why or why not?

EQUIPMENT AND MATERIALS:

1. A sheet of white stiff paper 8" x 12"
2. Stapler and 2 hair pins

INSTRUCTIONS: (Check each item as completed)

___ 1. Fold over 1/3 of the paper lengthwise.

___ 2. Holding the 2 ends on the side that was not folded pull them around together and staple together.

___ 3. Pin it in your hair with 2 hair pins.

REVIEW:

1. How does a nurse get her cap?

2. Are there any men in the nursing profession?

3. Why do nurses wear white?

OTHER JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL:

COMMENTS:

STUDENT ACTIVITY SHEET

GRADE LEVEL: 4th

SUBJECT AREA: Science

CAREER AREA: Biologist

ACTIVITY: Observing, Drawing, and Labeling a Plant

APPROXIMATE COMPLETION TIME: 30 minutes

PREVIEW:

1. Do you think you would like to be a biologist?
2. Have you ever closely observed a plant?
3. Is it important for a biologists to make close observations?

EQUIPMENT AND MATERIALS:

1. Small plant
2. Magnifying glass
3. Drawing paper and pencil
4. Damp paper towel

INSTRUCTIONS:

1. Very carefully remove a small green plant from the ground in which it is growing.
2. Shake the dirt from the roots.
3. Place the plant on a piece of damp paper so it will not wither quickly.
4. Observe the parts of the plant. Use a magnifying glass to look closely at the roots and leaves.
5. Draw the plant you have examined.
6. Label the parts.

REVIEW:

1. Did you do a good job of observing the plant?
2. Is science important to this kind of job?

OTHER JOBS IN WHICH THIS INFORMATION WOULD BE USEFUL:

1. Farmer
2. Ecologist
3. Teacher
4. Forest Ranger

COMMENTS:

STUDENT ACTIVITY SHEET

GRADE LEVEL: 4th

SUBJECT AREA: Art

CAREER AREA: Primary Teacher

ACTIVITY: Making Phonics Bags

APPROXIMATE COMPLETION TIME: 45 minutes

PREVIEW:

1. Do you think you would like to be a primary teacher?
2. Is phonics important in the primary grades?
3. Is it necessary for teachers to make a lot of materials?

EQUIPMENT AND MATERIALS:

1. Magazines
2. Construction paper
3. Glue
4. Paper bags
5. Scissors

INSTRUCTIONS:

1. On 5 small brown paper bags glue one letter of the alphabet on each bag.
2. For each letter find pictures that start with the letter.
3. Glue each picture on construction paper.
4. Let the glue dry.
5. Put the pictures in the bag that has the letter they begin with.
6. Give the phonics bags to a primary class.

REVIEW:

1. Did you do a good job making your phonics bags?
2. Is art important for a primary teacher?

OTHER JOBS IN WHICH THIS INFORMATION WOULD BE USEFUL:

COMMENTS:

STUDENT ACTIVITY SHEET

GRADE LEVEL: 5th

SUBJECT AREA: Social Studies

UNIT OF STUDY: United States Enters World Affairs After 1945

CAREER AREA: Government employee

ACTIVITY: Writing secret messages

APPROXIMATE COMPLETION TIME: 40 minutes

PREVIEW:

1. Do you like to write messages to your friends? _____
2. Have you ever written a secret message? _____

EQUIPMENT AND MATERIALS:

1. Lemon Juice
2. Milk
3. Onion juice

INSTRUCTIONS: (Check each item as completed)

___ 1. Instead of using ink for writing, use lemon juice, onion juice, or milk.

___ 2. With a clean pen or brush, write your message on an ordinary piece of paper. As the writing dries, it becomes invisible.

___ 3. To read the message, your friend will hold the paper over a light bulb or radiator. The heat will make the writing turn brown.

REVIEW:

1. Why would a government relay secret messages? _______________

2. What might happen if some government secrets leaked out to the wrong persons?

OTHER JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL:

COMMENTS:

STUDENT ACTIVITY SHEET

GRADE LEVEL: 5th

SUBJECT AREA: Social Studies UNIT OF STUDY: The Colonies Fight For Their Independence

CAREER AREA: Historian

ACTIVITY: Construction of a Hall of Fame

APPROXIMATE COMPLETION TIME: 50 minutes

PREVIEW:

1. Were there a lot of people that were famous during the Revolutionary War?

EQUIPMENT AND MATERIALS:

INSTRUCTIONS: (Check each item as completed)

Make a Hall of Fame for the Revolutionary War period. Select the ten candidates that you would choose to include in the Hall of Fame.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

REVIEW:

1. Would a historian have to be factual in all that he wrote?

2. How has a historian helped to keep the story of the Revolutionary War alive?

OTHER JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL:

COMMENTS:

STUDENT ACTIVITY SHEET

GRADE LEVEL: 6th

SUBJECT AREA: Math and Social Studies

CAREER AREA: Census Taker   UNIT OF STUDY: Government Workers

ACTIVITY: Research and doing some math

APPROXIMATE COMPLETION TIME: 60 minutes

PREVIEW:

1. Do you know what a Census taker does? ______If so, what?
2. Why do we have Census takers?
3. What are some of the things they need to know?

EQUIPMENT AND MATERIALS:

Encyclopedia or reference books of some kind, paper and pencil

INSTRUCTIONS: (Check each item as completed)

___1. Where does the word Census come from? (Look up)
___2. What does census of population have to do with the number of representatives we have in the House of Representatives?
___3. The first Federal Census was taken when?
___4. Name some of the Census Bureau's activities besides census of population.
___5. How many months are in a year?
___6. How many weeks are in a year?
___7. What is a decade?
___8. How many days in a year?
___9. What is a century?
__10. Find out how many members are in each sixth graders' families. (Take a census)

REVIEW:

1. Do you think a Census taker's job is important? _________
2. Is it a good idea to have a Census Bureau? _____________

OTHER JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL:

COMMENTS:

STUDENT ACTIVITY SHEET

GRADE LEVEL: 6th

SUBJECT AREA: Health UNIT OF STUDY: Eye Care

CAREER AREA: Optometrist

ACTIVITY: Checking eyes

APPROXIMATE COMPLETION TIME: 30 minutes

PREVIEW:

1. What kind of doctor is an optometrist?
2. How can we keep good eyes?

EQUIPMENT AND MATERIALS:

1. An eye chart
2. Several volunteers for eye test
3. A pencil and paper

INSTRUCTIONS: (Check each item as completed)

___1. Get several volunteers for eye test.
___2. Get an eye chart and learn how to read it.
___3. Test their eyes.
___4. Write down the results.

REVIEW:

1. Why is it important for one's eyes to be checked often?
2. What other duties would an optometrist have besides checking eyes?

OTHER JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL:

COMMENTS:

STUDENT ACTIVITY SHEET

GRADE LEVEL: 7th

SUBJECT AREA: Reading UNIT OF STUDY: Language Arts

CAREER AREA: Professional Baseball Player

ACTIVITY: Finding an article about a baseball player in the library.

APPROXIMATE COMPLETION TIME: 30 minutes

PREVIEW:

1. Have you ever met a professional baseball player? ________
2. What skills does it require to be a ball player? ________

EQUIPMENT AND MATERIALS:
Magazine article from library

INSTRUCTIONS: (Check each item as completed)

___1. Find an article about a baseball player and read it.
___2. Does the article mention the pressure to succeed that a player is under?
___3. Discuss with a friend and draw conclusions about the article you read.
___4. Tell your teacher 1 fact you learned from the article.

REVIEW:

Do you think that playing baseball professionally is more play than work?

OTHER JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL:

COMMENTS:

STUDENT ACTIVITY SHEET

GRADE LEVEL: 7

SUBJECT AREA: Language Arts

CAREER AREA: Statistician

ACTIVITY: Finding facts about various African animals

APPROXIMATE COMPLETION TIME: 1 hour

PREVIEW:

1. Do you enjoy finding and learning facts?
2. What does a statistician do?

EQUIPMENT AND MATERIALS:

1. Use of library 2. Pencil

INSTRUCTIONS:

Fill in the following facts:

Animal	Weight	Height	Land Animal	Water Animal	Land and Water Animal
Gorilla					
Hippopotamus					
Lion					
Tiger					
Crocodile					
Zebra					

REVIEW:

1. Would you enjoy being a statistician?
2. What are some of the qualifications of a statistician?

OTHER JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL:

COMMENTS:

STUDENT ACTIVITY SHEET

GRADE LEVEL: 7th

SUBJECT AREA: Science UNIT OF STUDY: Insects

CAREER AREA: Entomologist

ACTIVITY: Making an insect collection

APPROXIMATE COMPLETION TIME: 4 weeks

PREVIEW:

1. Do entomologists need to be familiar with all insects? ________
2. Do you know any entomologists? ______________

EQUIPMENT AND MATERIALS:

1. Large box and lid
2. Pins
3. Hair spray
4. Research material

INSTRUCTIONS: (Check each item as completed)

___1. Now that you have been studying arthropods, begin your own collection of insects.

___2. Kill the insects by spraying hair spray on them.

___3. Mount the insects in the box

___4. Using any and all resource materials available, briefly classify the insects.

___5. When your collection is complete bring it to class for others to see.

REVIEW:

1. Would you like to work with insects? ________________
2. Will you need to know how to classify insects? _____________

OTHER JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL?

COMMENTS:

STUDENT ACTIVITY SHEET

GRADE LEVEL: 8

SUBJECT AREA: English

UNIT OF STUDY: Language Background

CAREER AREA: Genealogist

ACTIVITY: Looking for name origins

TIME: 1 hour

PREVIEW:

1. Do you know what your name means?
2. Do you know what language your name came from?

MATERIALS:

Dictionary with appendix or name origins.

INSTRUCTIONS:

1. Write down everyone's first name in this class. Put each name on a different line.

2. Find a dictionary that has name origins.

3. Look up each name.

4. Beside each name, write the language or country the name came from.

REVIEW:

1. Did you find where your name came from?

2. What language did most names come from?

OTHER JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL:

COMMENTS:

STUDENT ACTIVITY SHEET

GRADE LEVEL: 8th

SUBJECT AREA: Math UNIT OF STUDY: Operations on Whole Numbers

CAREER AREA: Teller

ACTIVITY: Adding a deposit and finding interest

APPROXIMATE COMPLETION TIME: 30 minutes

PREVIEW:

1. Have you ever deposited money in the bank? ______________
2. Do you have a savings account? ________________
3. Would a teller help you if you went to a bank? _______________

EQUIPMENT AND MATERIALS:

Reference books

INSTRUCTIONS: (Check each item as completed)

___1. Find out the job of a teller and tell three other students in the classroom his job.

___2. If you were a teller and a customer deposited the following amounts what would have been the deposit:

A. Checks that equaled $10.46; $22.58; $36.75
B. 5 $20.00 bills
C. 6 $5.00 bills
D. 30 quarters
E. 60 dimes
F. 18 nickels
G. 4 $50.00 bills

___3. If a customer had $645.00 in his savings account, how much interest would he get at 5 1/2% each year?

REVIEW:

1. Did you learn the job of a teller? _________
2. Was it hard to perform her job? ___________
3. Would you like to be a teller? ___________

OTHER JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL:

COMMENTS:

STUDENT ACTIVITY SHEET

GRADE LEVEL: 9th

SUBJECT AREA: Social Studies UNIT OF STUDY: Influence of the West 1865 - 1900

CAREER AREA: Homesteader

ACTIVITY: Making household pots out of clay

APPROXIMATE COMPLETION TIME: 30 minutes

PREVIEW:

1. Why did people not carry all the household goods they needed moving west in the 1860's?
2. How does having to improvise essential tools from natural resources encourage the invention of new products?

EQUIPMENT AND MATERIALS:

1. Clay 2. Water

INSTRUCTIONS: (Check each item as completed)

___1. Work the clay to remove excess air.
___2. Form base to desired diameter and thickness for desired size of pot.
___3. Roll out coils or strands of clay using the palms of your hands.
___4. Completely surround base with one of the coils.
___5. Mash the coil surrounding base on the inside to hold the coil to the base.
___6. Continue to apply coils until desired height and shape are reached.
___7. To increase or decrease diameter of pot, lay the coil either to the outside or inside of base.
___8. Pot may be dried in the sun.

REVIEW:

1. With the aid of fresh clay, water, and sunshine could you make household utensils that could do the job?
2. What relationship do you now see between availability of tools needed for daily living and invention of substitutes using available resources?

OTHER JOBS IN WHICH THIS INFORMATION WOULD BE USEFUL:

1. Bricklayer 2. Potter 3. Agricultural Agent

COMMENTS:

STUDENT ACTIVITY SHEET

GRADE LEVEL: High School

SUBJECT AREA: Math

CAREER AREA: Surveyor

ACTIVITY: Making and calibrating an odometer

APPROXIMATE COMPLETION TIME: 1 hour

PREVIEW:

1. What does an odometer measure?
2. Give an example of the use of an odometer.

EQUIPMENT AND MATERIALS:

3/4" x 2" x 4' piece of wood with a hole drilled in it
a piece of plastic cord 2" x 2"
Wheel
4" bolt
2 nuts
2 washers

INSTRUCTIONS: (Check each item as completed)

___1. Bolt the wheel on the wooden handle. After tightening, check to see that the wheel rotates freely on its axle.

___2. Attach a plastic cord to the wheel so that it snaps each time it passes the handle.

___3. Calibrate the odometer by the following method: Put a mark on the rim of the wheel. Carefully place this mark on a chalk point on the floor. Slowly roll the wheel along the floor until the mark is again on the floor. Mark this point, and measure the distance between the two points on the floor with a tape. This distance is the distance covered in one revolution of the wheel. Repeat this process several times and record on the handle the measurement that seems most nearly correct, as

1 revolution equals ________________ inches.

REVIEW:

1. Measure the length of your classroom with the odometer and then measure it with a tape. Are your measures the same? _____
2. If not, you need to calibrate your odometer again.

OTHER JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL:

COMMENTS:

STUDENT ACTIVITY SHEET

GRADE LEVEL: High School Basic Math

SUBJECT AREA: Math

CAREER AREA: Lumber yard operator

ACTIVITY: Finding the number of board feet in pieces of lumber

APPROXIMATE COMPLETION TIME: 1 hour

PREVIEW:

1. What is one board foot?
2. What is the formula for finding board feet?

MATERIALS:

Ruler, pencil, several pieces of various sizes of lumber

INSTRUCTIONS: (Check each item as completed)

___1. Using your ruler or steel tape, get the length, width, and thickness of the first piece of lumber. Record below.
length ________ width ________ thickness ____________

___2. With these measurements, find the number of board feet in that piece of lumber.

___3. Repeat steps 1 and 2 for each piece of lumber, recording all data on this sheet.

REVIEW:

How is lumber priced?

OTHER JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL:

COMMENTS:

STUDENT ACTIVITY SHEET

GRADE LEVEL: 10-12

SUBJECT AREA: Biology

CAREER AREA: Bacteriologist

ACTIVITY: Proving or disproving spontaneous generation

APPROXIMATE COMPLETION TIME: 1 hour

PREVIEW:

1. What causes diseases?
2. Can living things originate from nonliving things? ______________

EQUIPMENT AND MATERIALS:

1. Chicken broth
2. Several tubes with plugs (6)
3. Growth chamber
4. Dark and light storage

INSTRUCTIONS: (Check each item as completed)

____1. Boil broth long enough to kill all organisms.

____2. Stopper 1/2 containers. Leave 1/2 open to air.

____3. Place one set in dark.

____4. Place one set in light.

____5. Place one set in optimum conditions in growth chamber.

____6. Observe for 2 weeks.

REVIEW:

1. Which bottles or tubes showed growth? ____________________
2. Did you have any occurrence of abiogenesis? ____________________
3. From your research, do scientists believe that spontaneous generation has ever occurred? ________________

OTHER JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL:

COMMENTS:

STUDENT ACTIVITY SHEET

GRADE LEVEL: 10-12

SUBJECT AREA: Biology

CAREER AREA: Freshwater Fishery

ACTIVITY: Sampling plankton

APPROXIMATE COMPLETION TIME: 3 hours

PREVIEW:

1. What do fish eat?
2. What other organisms live in freshwater streams? ____________

EQUIPMENT AND MATERIALS:

1. Plankton net
2. Collecting vials
3. Stream or pond
4. Hand lens or microscope

INSTRUCTIONS: (Check each item as completed)

___1. Using the plankton net, take samples of water from different areas of water source.

___2. Check these samples. Try to identify as many organisms as possible.

REVIEW:

1. Compare results with others in class.

2. Is there enough "life" in this stream or should there be more?

OTHER JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL:

COMMENTS:

STUDENT ACTIVITY SHEET

GRADE LEVEL: 12th

SUBJECT AREA: Office Occupations UNIT OF STUDY: Stencil Duplication

CAREER AREA: Office work

ACTIVITY: Using shading plates and styli

APPROXIMATE COMPLETION TIME: 45 minutes

PREVIEW:

1. Do you like to draw or trace pictures? ________
2. What is a shading plate? ______________
3. Have you ever used a styli? ___________________

EQUIPMENT AND MATERIALS:

1. Stencil
2. Styli
3. Shading plates
4. Typewriter
5. Mimeoscope
6. Correction Fluid

INSTRUCTIONS: (Check each item as completed)

___1. Choose one of the pictures from the packet which your instructor will furnish.

___2. Place the picture on the mimeoscope and then place the stencil sheet over the picture so that the light will shine through the lines to make it easy to trace.

___3. Trace the picture, using a ball point styli. Make sure that the lines are well cut in the stencil sheet.

___4. After the picture is traced, place a shading plate under the stencil sheet directly under the picture or place you wish shaded, using a Burnish styli, rub over the area you want shaded.

___5. Place the stencil in the typewriter, set the typewriter to stencil position and type the message or advertisement.

REVIEW:

1. Did you have trouble using the styli on the stencil sheet?____
2. Is placement important when you are doing an advertisement?____
3. Is it important to know something about stencils and how to type them in order to do a good job using a styli and screen plates? ________

OTHER JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL:

Advertising Teacher Business Machine Salesman

COMMENTS:

STUDENT ACTIVITY SHEET

GRADE LEVEL: 11 or 12

SUBJECT AREA: Business UNIT OF STUDY: Spirit Duplicator

CAREER AREA: Business machine operator

ACTIVITY: Operating a spirit duplicator

APPROXIMATE COMPLETION TIME: 20 minutes

PREVIEW:

1. Have you had experience operating a spirit duplicator? _____
2. Do you know how to put fluid in a spirit duplicator? _____
3. Have you ever watched anyone operate a spirit duplicator? ____

EQUIPMENT AND MATERIALS:

1. Spirit duplicator
2. Duplicator fluid
3. Prepared Master
4. Duplicator paper

INSTRUCTIONS: (Check each item as completed)

___1. Open Master clamp and insert the white master (always remove the carbon) with the type written side down against the cylinder.
___2. Turn the fluid on.
___3. Insert duplicator paper in feed tray.
___4. Set the counter for the desired number of copies.
___5. Adjust receiving tray for length of paper to be used.
___6. Set pressure control.
___7. Turn on motor and run copies.
___8. When run is completed, release clamp, remove master unit, turn off fluid.

REVIEW:

1. Did you have any trouble operating the duplicator? _______
2. Do you think you would enjoy operating a duplicator as part of your office duties? __________________
3. Was it necessary for you to have someone assist you with the duplicator when you run off the copies? ______________________

OTHER JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL:

Typist Secretary Business machine serviceman Teacher Printer

COMMENTS:

STUDENT ACTIVITY SHEET

SUBJECT AREA: Physical Science

CAREER AREA: Industrial Traffic Manager

ACTIVITY: Schedule a route across U. S. A.

APPROXIMATE COMPLETION TIME: 45 minutes

PREVIEW:

1. Do you have a problem being on time for appointments? _____
2. Have you ever made travel plans for other people? _________

EQUIPMENT AND MATERIALS:

1. U. S. road map with time table
2. _World Book Encyclopedia_, Volume S
3. Pencil
4. Calculator or adding machine (optional)

INSTRUCTIONS:

___1. Study the section "Standard Time" from _World Book Encyclopedia_, Volume S.
___2. The distance from Winston Salem, N. C. to San Francisco, California is approximately 2,160 miles. If you leave Winston Salem at 6:00 a.m. Eastern time, and average 60 miles an hour, how long will it take to reach San Francisco?
___3. If you left Winston Salem at 6:00 a.m., Tuesday, what time would it be in San Francisco, Oklahoma City, Denver?
___4. About what time would you arrive in San Francisco? (Don't forget the time zones!)
___5. Use the calculator or the adding machine to aid you in steps 2, 3 and 4. (optional)

REVIEW:

1. Would a knowledge of math be necessary to complete this activity?
2. Do you think the work of a traffic manager would be interesting?

OTHER JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL:

1. truck driver
2. traffic engineer
3. truck dispatcher
4. traveling salesman
5. travel agent

COMMENTS:

STUDENT ACTIVITY SHEET

SUBJECT AREA: English

CAREER AREA: Biographical writer

ACTIVITY: Write an autobiography

APPROXIMATE COMPLETION TIME: 30 to 50 minutes

PREVIEW:

1. Are you usually interested in finding out more about new people you meet?
2. Do you like to write reports?
3. Could you name at least one subject that would be helpful in this activity?

EQUIPMENT AND MATERIALS:

1. Pen or pencil
2. Notebook paper
3. Manila folder
4. Autobiography outline
5. Dictionary

INSTRUCTIONS: (Check each item as completed)

___1. Find the definition for the word autobiography in a dictionary?
___2. Read the outline for an autobiography. (Found in manilla folder)
___3. Write your own autobiography. The length of the paper is to be determined by you. Try to cover all of the topics which were mentioned on the outlines.
___4. Ask a friend to read your paper when you have finished. Try to answer any questions they may have.
___5. Turn in the paper to your teacher at the end of the class.

REVIEW:

1. Do you have the necessary skills to make this activity easy?
2. Could an English class help you to write a paper such as this?

KINDS OF JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL:

1. Editor
2. Lawyer
3. English teacher
4. Reporter
5. Proofreader

COMMENTS:

A

LEARNING ACTIVITY PACKAGE

FOR

PRIMARY GRADES

Bar-B-Que

Florist

Post Office

Gulf Service
Station

A+P

Real Estate

OUR COMMUNITY

Auto Parts

Bakery

Drug Store

Drive-In

FCX

Garage

Doctor

Variety Store

Craft Shop

Tires

Jewelry

(76)

Bank

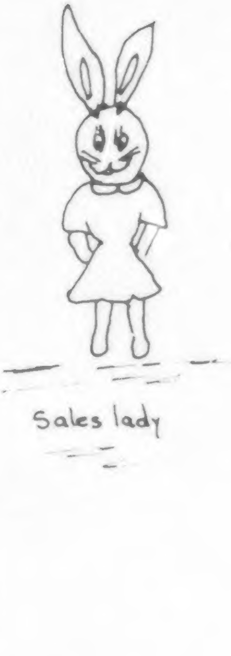
Sporting Goods

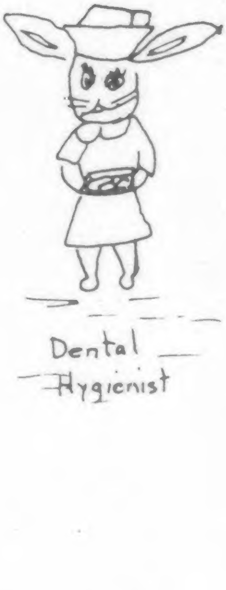
Hardware

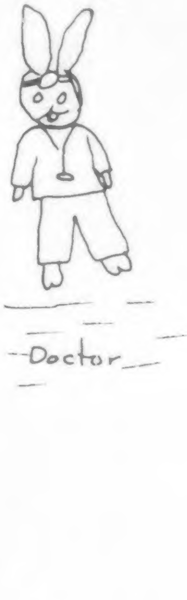
Cloth Shop

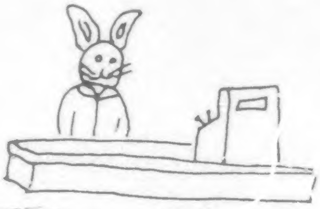
This package is to introduce you to the world of work.

There are many jobs in our community. You will be able to tell about most of the jobs and people who work at these jobs. You will find out what people enjoy most about their work.


Sales lady


Dental Hygienist


Doctor


Store Keeper

Objectives:

When you have completed these activities in this package:

I. You will be aware of the different kinds of work in our community.

II. You will be able to compare jobs as to product and service.

III. You will know the meaning of work and why people work.

Activities I

Do activities 1 and 2. Choose 4 activities which will interest you, then do number 10.

1. Read as many stories and books as you can find about jobs.

2. Look at filmstrips on different jobs.

3. Make a list of jobs found in your community.

4. Write a short story about four of the jobs found in your community.

5. Make a book about workers in your community. Draw your pictures and label each.

6. Cut out pictures from magazines or papers and make a book, label each.

7. Make a list of different kinds of jobs you know. Put a check beside those found in your community.

8. Look at the filmstrip and listen to the tapes "Using Community Resources" and "The Workers of the Community".

9. Make a list of words you don't know how to spell and learn them.

10. Draw a picture of the job you would like to have and write a story telling why you like that job.

AJAX
Paints

Activities II

Do number one then choose three that you would like.

1. Read pages 240 and 241 in your language book, New Directions in English 3.

2. Make a list of the jobs which you think would be service in your community.

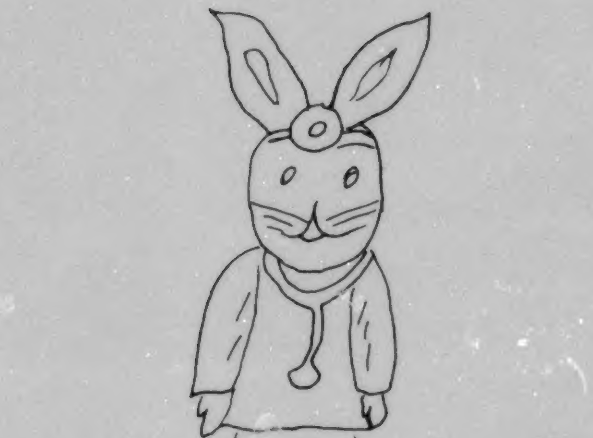
3. Make a list of jobs which you think would be product im your community.

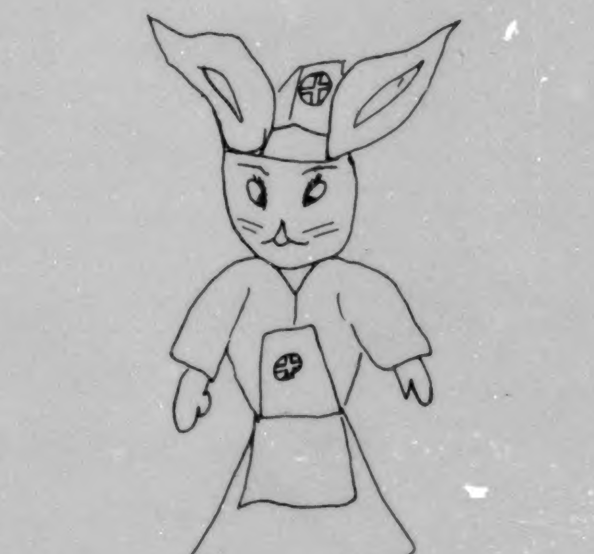
4. Talk with 3 people you know. Find out what job they have and if it is product or service.

5. Make a list of jobs in your community. Put a circle around those which are product and draw a line under those which are service.

6. Draw pictures of 2 people doing jobs that are service.

7. Draw pictures of 2 people doing jobs that make a product.





Activities III

Choose three activities you would like.

1. Read pages 244 and 245 in your language book. New Directions in English 3.
2. Read pages 83 to 116 in your social studies book, The Social Sciences.
3. Talk with four people and find out why they like the work they do.
4. Give three reasons why you think people work.
5. Talk with your mother and father, and find out why they work.
6. List three jobs which you think would be like playing.
7. Take a trip with your mother when she does the shopping. Watch three people at work. Can you tell if they like their job.

Evaluation:

I. Oral:

1. Name 3 jobs and tell what each job is like.

2. What job do you feel is the most important? Why?

II Written:

1. Tell what service means.

2. Tell what product means.

3. Give the job you would like to do and give three reasons why you would like that job.

Creative:

Do something creative to show what you learned about work and jobs people have.

Here are some ideas:

a. See how many silly jobs you can think of such as a ballon popper, a pretzel straightener or a person who makes seeds for watermelons or teething rings for crocodiles. Write about them or draw a picture.

b. Make up a poem or a haiku, a three line verse, about two or three workers.

c. Make paper dolls of some workers.

d. Make riddles about workers.

References used in the development of the sample L.A.P.

1. Sanders, Richard and Rosato, George Coordinating Editors; New Directions In English 3; Harper & Row Publishers, 1969.

2. The Social Sciences Concept and Values
Harcourt, Brace and World, Inc. New York, 1970.

3. Wilson, Harry R. Growing With Music; Prentice - Hall, Inc. 1966.

Growing with music - 3rd grade:

"Pick a Bale of Cotton"
"We Are Fine Musicians"
"I'd Like to be in Texas"
"Down in the Coal mine"
"Railroad Corral"
"This Little Railroad Light"
"Shup Shearing Song"
"Haul on the Line, Boys"
"He Was a Sailor"

Music:

"Click Go the Shears"
"Whistle While You Work"
"I've Been Working on the Railroad"

Filmstrips:
Eye Gate:

Knowing our community - long ago and today.

Encyclopedia Britannica:

Our Fire Department
Our Health Department
Our Library
Our Parks and Playgrounds
Our Police Department
Our Post Office

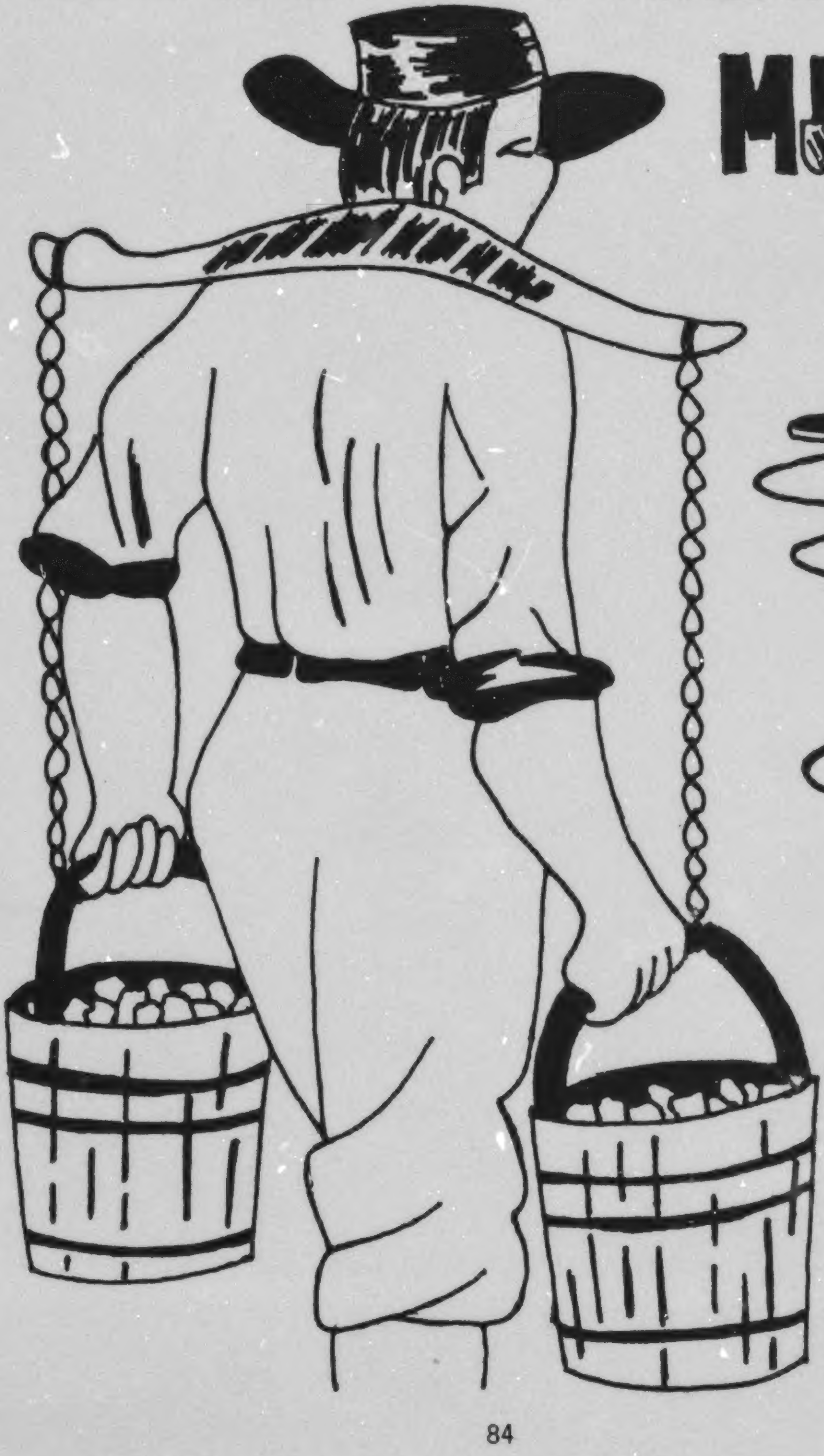
McGraw - Hill Book Company:

Bus Driver
Dentist
Doctor
Fireman
Grocer
Librarian
Mailman
Men in Blue: Palice In Action
Milkman
Sanitation Department Crew
Service Station Attendant
Street Maintenance Crew

A
LEARNING ACTIVITY PACKAGE
FOR
ELEMENTARY GRADES

THIS IS A LAP ON OCCUPATIONS IN

MINING



By-

GAYLE DEVOTO

Illustrations-
Libby Phillips

Typing-
Margaret Phillips

Mining is the extraction of mineral ingredients from the earth both on the surface and below. When we think of mining we generally think of our Western States. However, North Carolina has many mining operations located at various places across our state. There are also mining operations in all sections of our country and all over the world.

There are many job opportunities in the field of mining. If you know the different kinds of jobs available and the training required, you may decide one of these jobs is for you.

Objectives

1. To enable you to become more familiar with the mining industry.
2. To enable you to become more familiar with the occupations associated with mining.
3. To enable you to see the importance of mining operations to the rest of our country.

Resources For You

1. _The World Book Encyclopedia_
   M Careers in Mining pages 490-491
2. _The New Book of Knowledge_ M
   Mines and Mining pages 313-316
3. _The How and Why Library Childcraft_
   Borax Mine Book 3 page 57
   Coal Mine Book 3 page 152
   Diamond Mine Book 3 page 163
   Book 14 page 177
   Salt Mine Book 3 page 156
   Coal Miner Book 7 page 289
4. _Our Wonderful World_
   Mining Engineer Book 15 page 91
   Aluminum Book 5 pages 377-378
   Antarctic mines Book 2 page 64
   Asbestos Book 1 page 48
   Blasthole mining Book 1
   pages 50-52
   Coal Book 15 pages 356, 359

Book 16 pages 76-79
Book 17 page 134

5. The First Book of Mining by Patricia Maloney Markum
6. What's Inside the Earth by Herbert S. Zim
7. Underground Riches by Walter Buehr
8. Geology by Catherine E. Orr and M. Vere DeVault
9. National Geographic May 1968 Nevada's Mountain of Invisible Gold pages 668-679
10. Lead A Metal For the Future by St. Joseph Lead Company
11. It's Only the Beginning by Climax Molybdenum Company
12. This Is Climax Molybdenum by Climax Molybdenum Company
13. Kennecott It's Men and Minerals by Kennecott Copper Corporation

14. A Book of Copper Mining by
Kennecott Copper Corporation

I. Activities

From this list of activities do the one that is checked for you and three more that you find interesting.

1. Define any of the following words that you do not know.

   open pit
   operations
   excavate
   produce
   overburgen
   explosives
   geologist
   product
   ore
   industry
   engineer
   deposit
   mineral
   surveyor
   terraces
   gem
   claim
   vein
   metal
   shafts
   quarry
   smelting

2. Make a picture file of different occupations in the mining industry.
3. Visit a mine in your area. Make a booklet on your experiences.
4. Interview a person who is

associated with mining.

5. Write a letter to a mining company requesting information on mining occupations.
6. Write to the N. C. Dept. of Conservation and Development requesting a list of the mining operations carried on in North Carolina.

II. Activities

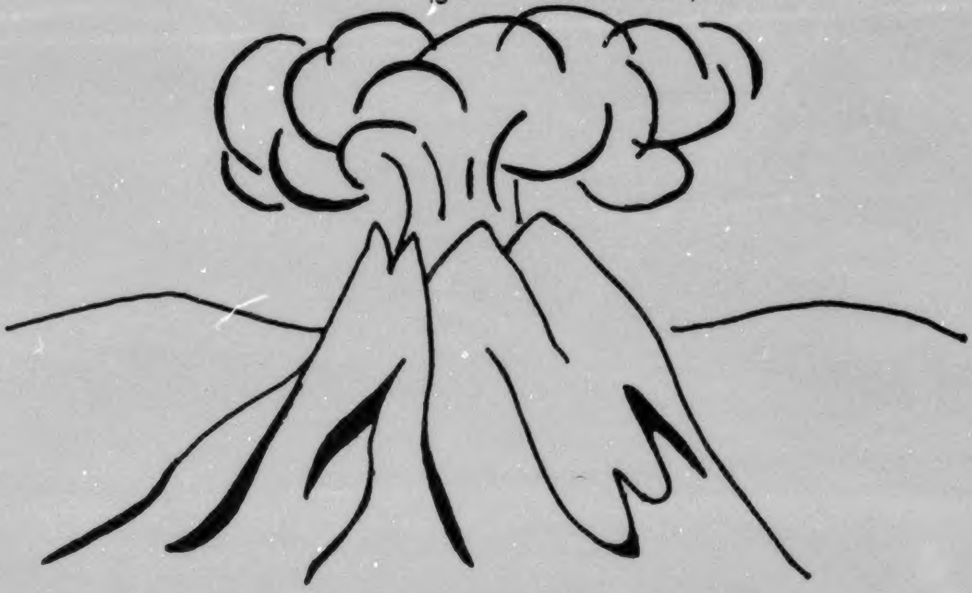
Choose 3 of the following activities.

1. On an outline map of the United States locate various mineral deposits.
2. Write to the Colorado School of Mines requesting information on job opportunities in mining.
3. Look through an issue of "Rock and Dirt". Make a list of different kinds of equipment used in mining.
4. Look through newspapers and magazines for articles on mining.
5. Look for an article in the *Lapidary Journal* on gem mining. Make a report on the article.
6. Choose a mining occupation. Make a report on the education and training you would need for this job.

III. Activities

Choose 1 or more of the following activities

1. Choose an occupation in the mining industry. Pretend this job can no longer be carried on. Write a story on how this would affect the mining industry.
2. Make a list of things we could no longer have if all mining operations were stopped.
3. Make a chart showing how math is used in the mining industry.

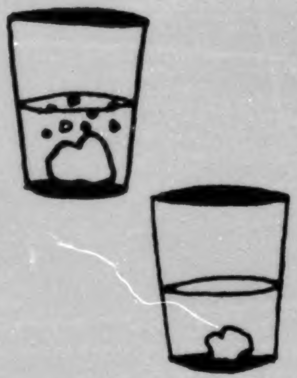


Working as a Geologist

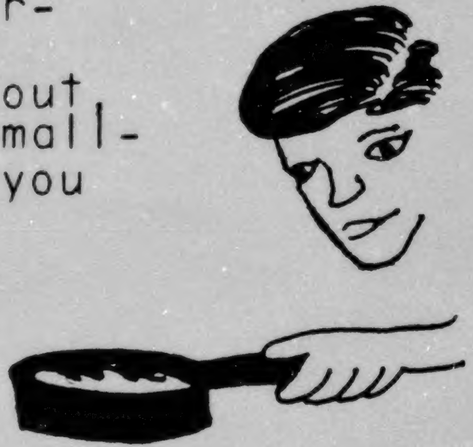
Choose 2 of the following. Keep a record of the ones you try.

I. Show that rocks are made of minerals
  1. Crack a rock such as granite.
  2. Do you see little pieces of different colors?
  3. Do some pieces look shiny and others dull?
  4. These are different minerals.

II. Show how chemicals can change rocks.
  1. Take a piece of limestone and place it in a glass of vinegar. Part of it will dissolve and give off bubbles of gas at the same time.



  2. Leave it overnight. When you take it out it will be smaller. Why do you think this happened?

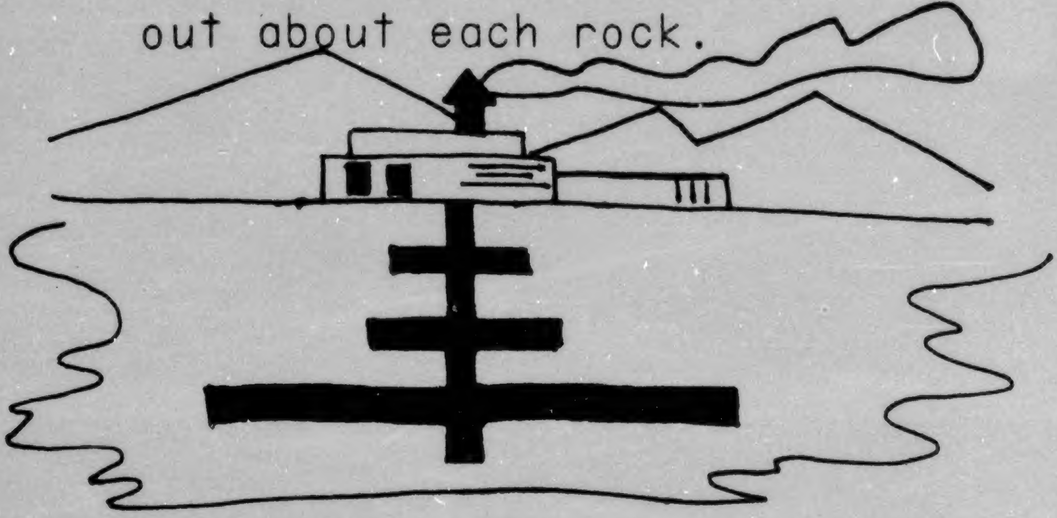


3. Boil the vinegar until all the liquid evaporates. What are your results?

III. Show that geologists aid map-makers.

1. Take samples of soil from 3 or 4 areas around your home or school.
2. Label each sample as to location.
3. Examine the soil samples. What do you see? How are they alike and different?
4. Make a map of the area your samples are from. On the map label the different kinds of soil.

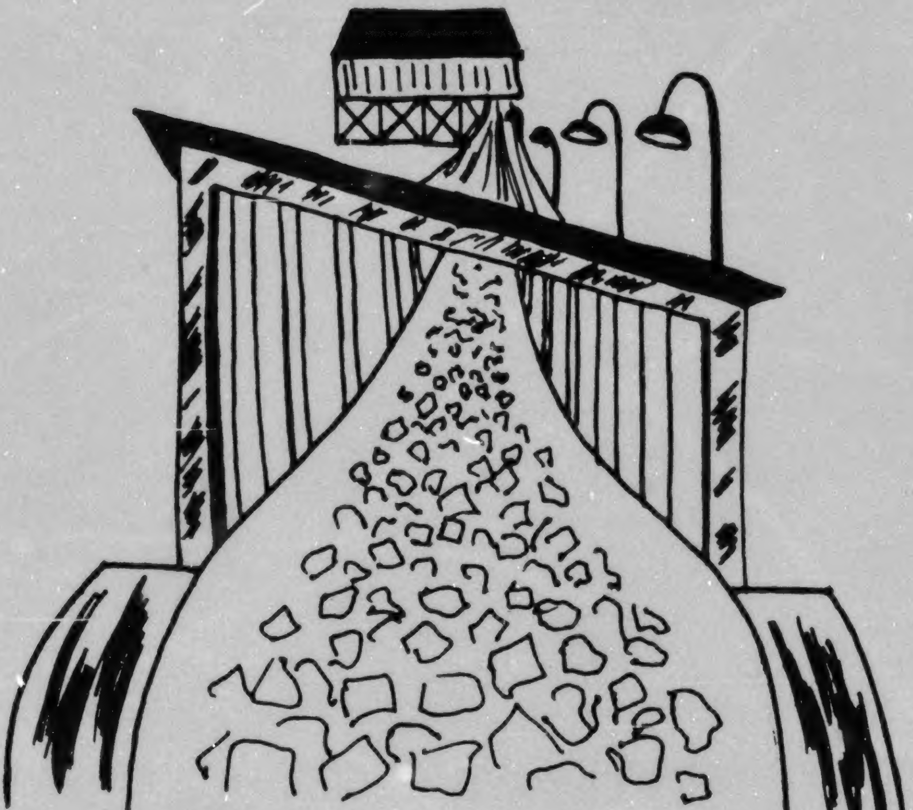
IV. Make a collection of the common rocks in your community. Find out about each rock.



Evaluation

When you have finished this Lap write a report on a job you would like to have in the mining industry. Be sure to include the following:

- Type of mine
- Possible locations of this kind of mine
- Training required
- Your duties

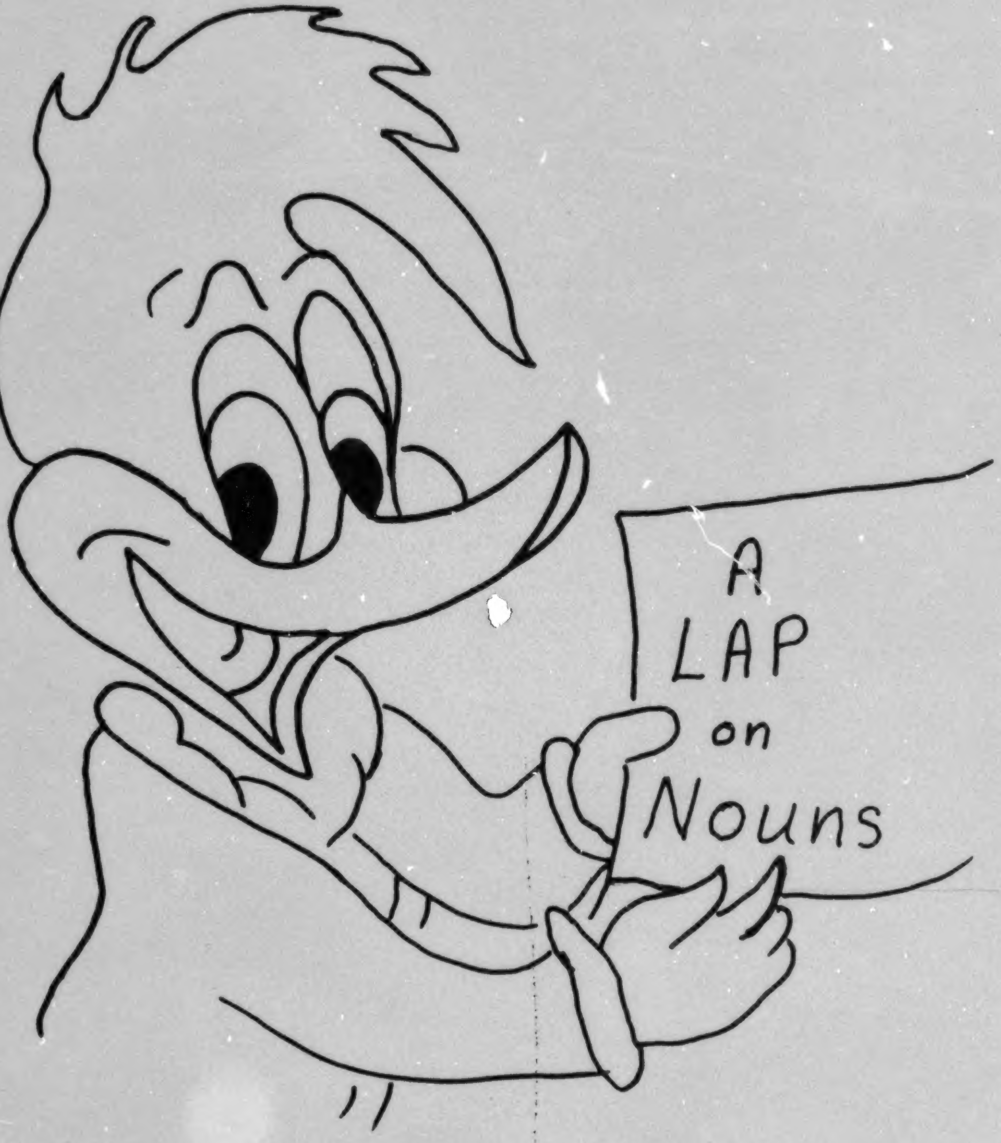


A

LEARNING ACTIVITY PACKAGE

FOR

JUNIOR HIGH SCHOOL



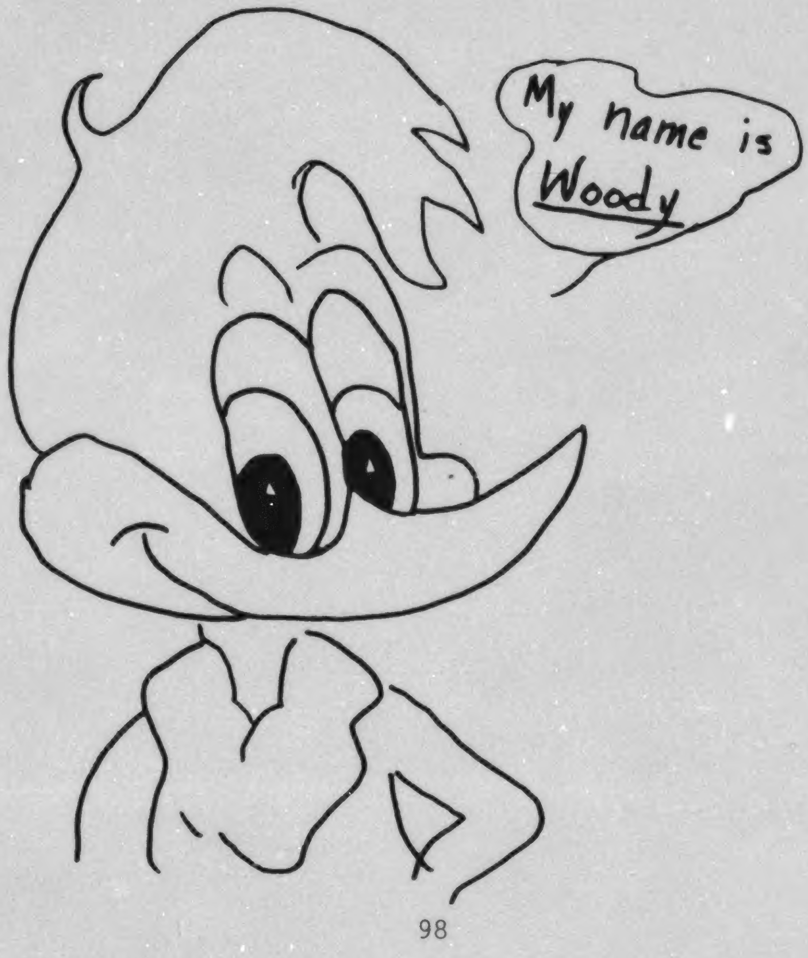
A
LAP
on
Nouns

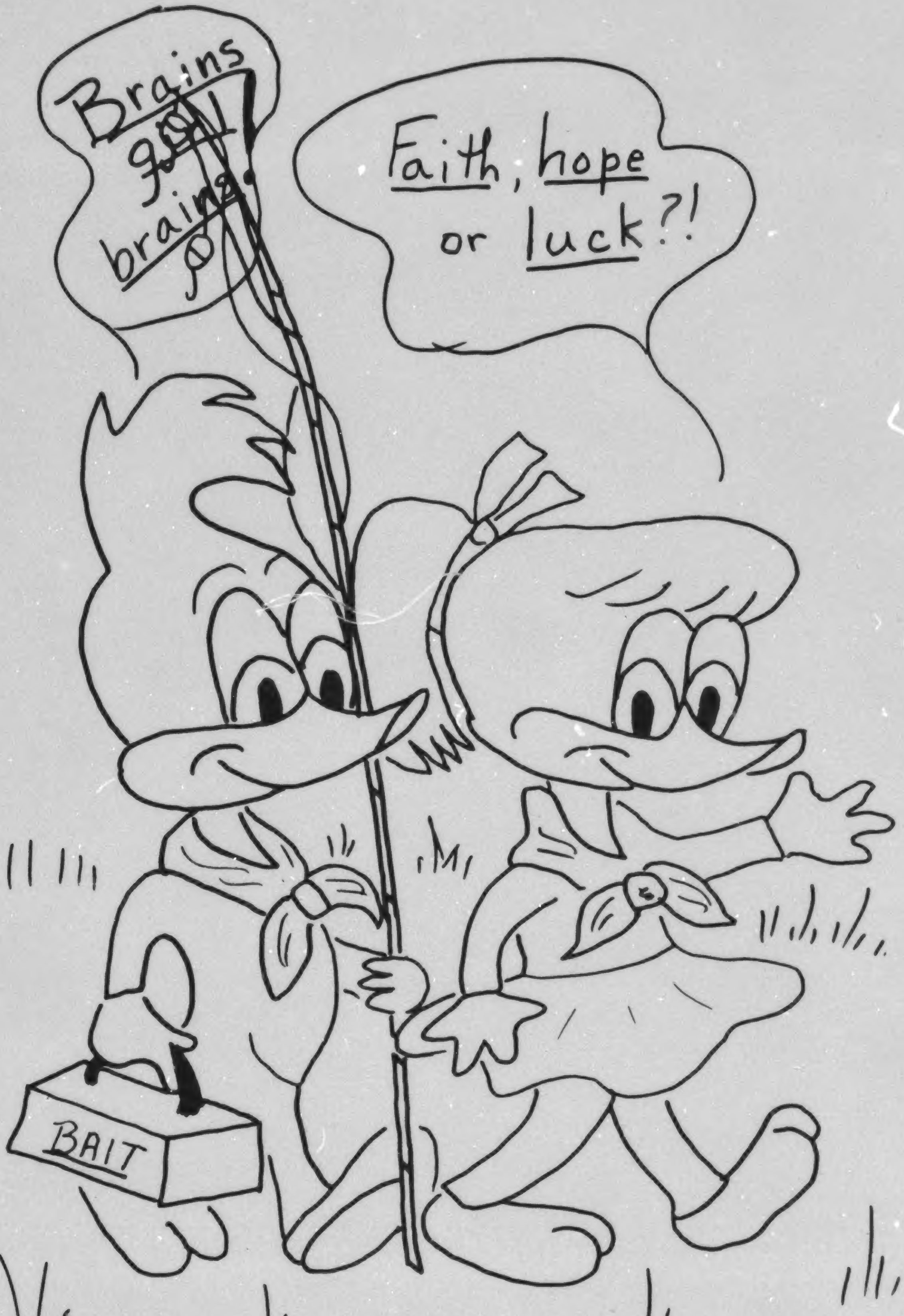
Sarah A. Lanier

RATIONALE:

WE USE NOUNS WHEN WE SPEAK, READ, AND WRITE ABOUT PEOPLE, PLACES AND THINGS. WE FIND NOUNS IN SENTENCES, IN STORIES, AND THINGS WE READ. WE NEED TO KNOW THE KINDS AND USES OF NOUNS SO OUR COMMUNICATION WITH OTHERS IS CORRECT.

WORDS THAT NAME PARTICULAR PERSONS, PLACES OR THINGS ARE PROPER NOUNS. ALL OTHER NOUNS ARE COMMON NOUNS.




Brains
goal
brains!
Faith, hope
or luck?!
BAIT

BEHAVIORAL OBJECTIVES:

1. YOU WILL BE ABLE TO READ PARAGRAPHS IN STORIES AND FIND THE NAMES OF PEOPLE, PLACES AND THINGS.

2. YOU WILL BE ABLE TO CONSTRUCT SENTENCES AND PICK OUT THE NOUNS.

3. GIVEN THE NAMES OF PEOPLE, PLACES, AND THINGS YOU WILL BE ABLE TO WRITE SENTENCES WITH THEM.

4. AFTER USING THIS LAP, YOU WILL BE ABLE TO PICK OUT DIFFERENT KINDS OF NOUNS.

5. GIVEN DIFFERENT KINDS OF NOUNS YOU WILL BE ABLE TO USE THEM CORRECTLY IN SENTENCES.

Happiness is to try!

SELF TEST:

IF YOU THINK YOU KNOW ABOUT NOUNS YOU MAY TAKE THIS TEST.

A. CIRCLE ALL THE NOUNS IN THIS LIST.

TELEPHONE
RUNNING
ISN'T
DOG
BEAR
DESK
SHOE
THERE
TOMMY
LENOIR
IS
MANY

B. WRITE A PROPER NOUN FOR EACH OF THESE COMMON NOUNS.

1. HOLIDAY______________
2. CITY______________
3. DOG______________
4. BOOK______________
5 DOCTOR______________
6. TEACHER______________
7. COUNTRY______________
8. STREET______________
9. BOY______________
10. OCEAN______________

C. AFTER EACH NOUN WRITE WHETHER IT IS THE NAME OF A PERSON, ANIMAL, PLACE OR THING.

1. LASSIE______________
2. HAT______________
3. LIBRARY______________
4. HORSE______________
5. DESK______________
6. MR. JONES______________
7. MOUSE______________
8. CAFE______________
9. COAT______________
10. SANDY KOUFAX______

D. WITH A PARTNER MAKE A LIST OF 15 PROPER NOUNS.

Woody be my partner!

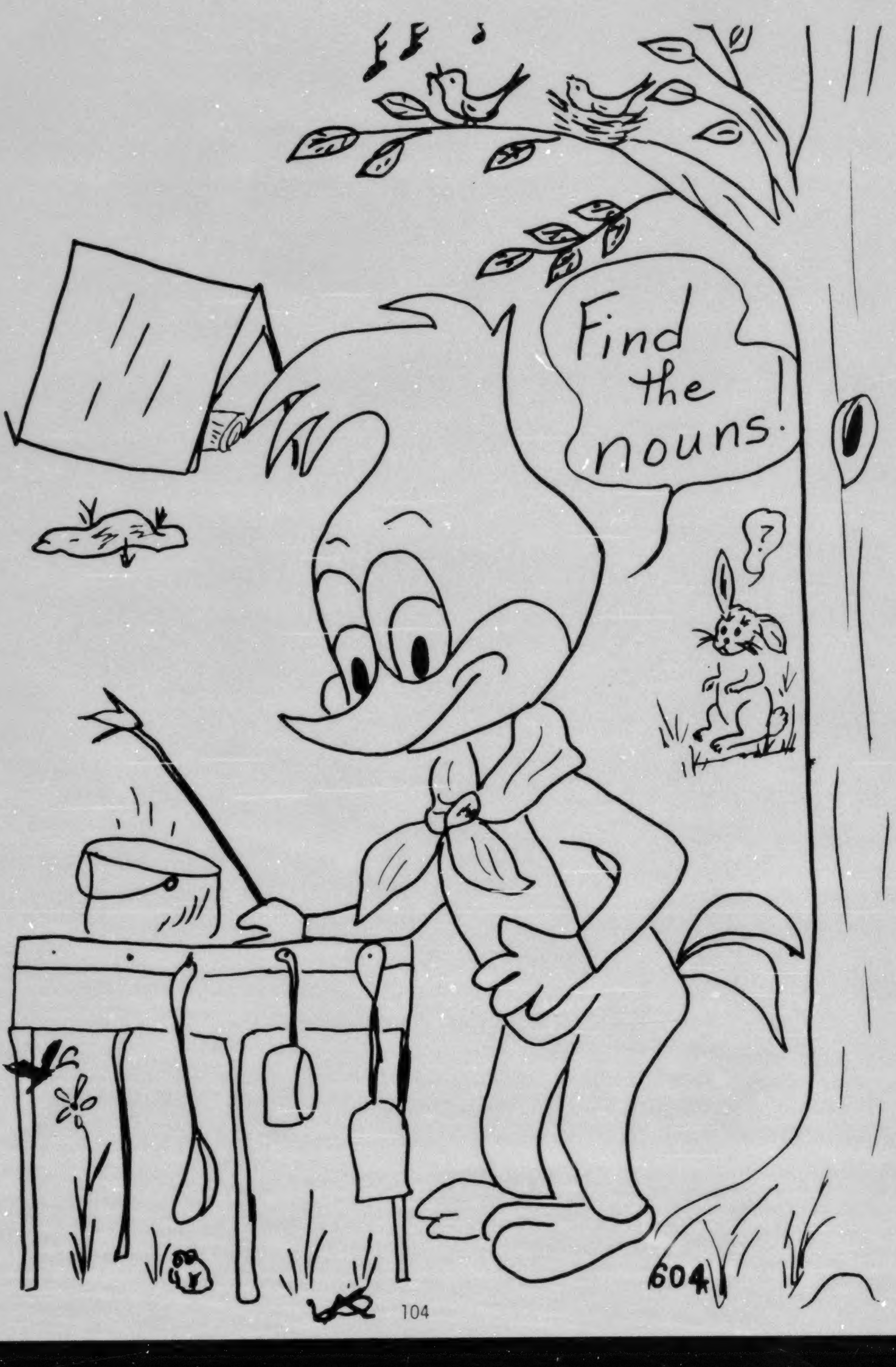
ACTIVITIES I

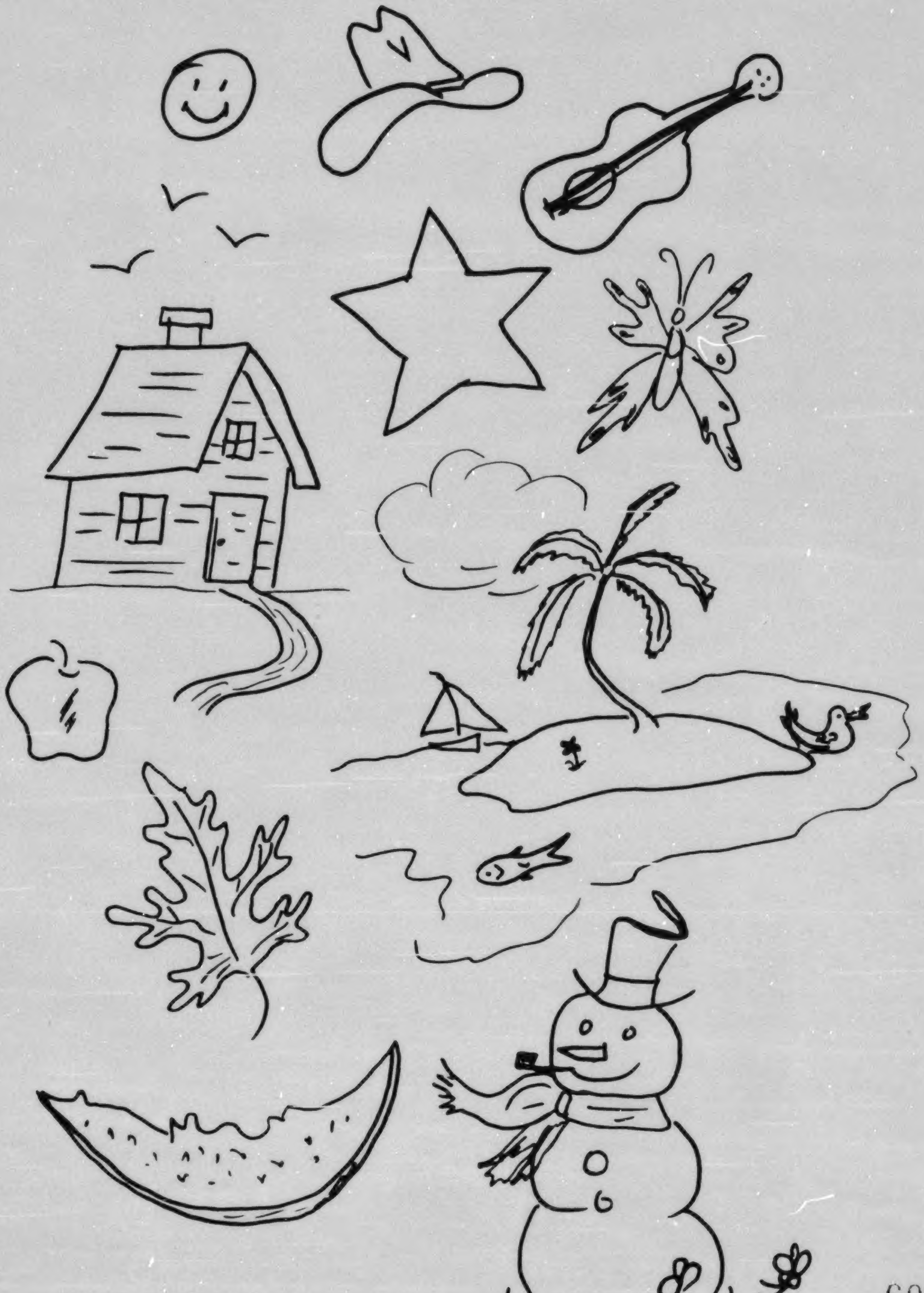
A. ON THE FOLLOWING TWO PAGES FIND THE NAMES OF AS MANY THINGS AS YOU CAN AND WRITE A LIST OF THE NOUNS.

B. LOOK AT THE FILMSTRIPS ON NOUNS. LIST ONE FACT ABOUT A KIND OR USE OF A NOUN.

C. MAKE (WITH A PARTNER) 15 FLASH CARDS OF PROPER NOUNS — 30 OF COMMON NOUNS.

D. SELECT A PARAGRAPH FROM A STORY AND MAKE A LIST OF NOUNS.


Find the nouns!
?
604



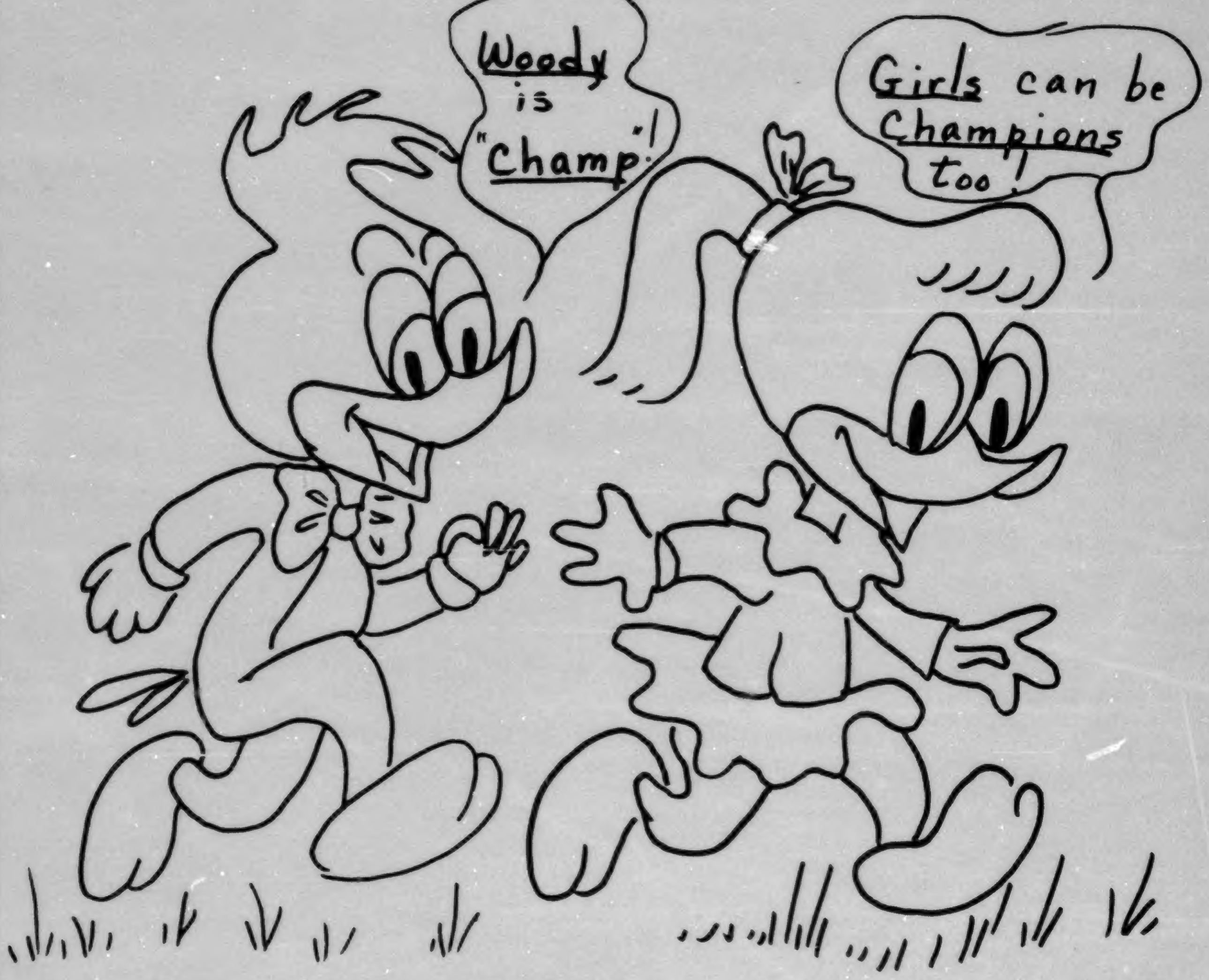
ACTIVITIES II

1. WRITE 5 SENTENCES WITH ANY OF THE 10 NOUNS LISTED BELOW.

   1. CAR
   2. WILLIE MAYS
   3. CANDLE
   4. MAGAZINE
   5. BOAT
   6. DOLL
   7. MICKEY MANTLE
   8. BOY
   9. BART STARR
   10. VIDA BLUE

2. CHOOSE THE BEST NOUNS FOR EACH OF THE SENTENCES BELOW. WRITE THE NOUN YOU CHOSE ON A SHEET OF PAPER.

   1. THE (CAR,DOLL) WAS GREEN.
   2. TOMMY PAINTED HIS (APPLE, CAR) GREEN.
   3. THE DOG CHASED THE (CAT,BONE) UP THE TREE.
   4. MOTHER READ THE (BOOK,BLOCK) TO US.
   5. THE CHICKEN HAD THREE (ROCKS, EGGS) IN HER NEST.


Woody is "Champ"!
Girls can be Champions too!

ACTIVITIES III

1. CUT NAMES OF PEOPLE, PLACES AND THINGS FROM NEWSPAPER HEADLINES AND PASTE THEM ON A PIECE OF ART PAPER.

2. ON A PIECE OF ART PAPER PASTE A PICTURE FROM A MAGAZINE AND WITH A PARTNER NAME ALL THE NOUNS YOU CAN.

3. DURING THE LIBRARY PERIOD SELECT AN ART PRINT AND WITH A PARTNER SEE WHO CAN LIST THE MOST NOUNS. DO THIS FOR TWO WEEKS AND SEE WHO'S THE "CHAMP"!

EVALUATION

1. POINT OUT THE NOUNS IN THESE THREE SENTENCES.
    1. JOHN BROUGHT HIS FOOTBALL TODAY.
    2. MR. LANSE IS OUR TEACHER.
    3. MY FATHER IS A POLICEMAN.
2. TEN PROPER NOUNS AND TEN COMMON NOUNS. WRITE SENTENCES WITH THEM. HAVE A PARTNER CHECK THEM.
3. EXPLAIN TO SOMEONE ELSE HOW TO WRITE AND USE PROPER AND COMMON NOUNS.
4. COMPLETE THESE SENTENCES USING NOUNS AND HAVE THE TEACHER OR PARTNER CHECK YOUR WORK.
    1. ____________ IS GOING TO THE GAME WITH ME.
    2. I SAW A ____________ YESTERDAY.
    3. MARY GAVE ME A ____________ FOR HER.
    4. ____________ WENT WITH US TO SCHOOL.
    5. WE KNOW WHERE ____________ PUT THE BOOKS.

SAMPLE UNITS
FOR
JUNIOR HIGH SCHOOL

TOPIC OR UNIT OF STUDY Health

Introduction: As you work on a unit on growing up and changes that take place as a student grows up, ther
nities to assist the student in developing a positive, realistic self-concept and to provid
guidelines as he thinks about career selection. As you work on the unit, give emphasis to

1. There is dignity in all occupations, and every worker makes a contribution to society.
2. People have different talents, and each of us can make a contribution to society.
3. We need to find our strengths and weaknesses and to accept ourselves as we are.
4. There are many options open to each person in choosing a career.
5 . In choosing a career, we must give consideration to our talents and our interests.

OBJECTIVES (Career-related and self-related)	CAREER RELATED INSTRUCTIONAL PROCEDURES AND ACTIVITIES	RES
1. Most students should be able to tell some of his strengths and talents.	1.a. Let each student compile a list "Some Things I Do Well". b. Have a class discussion. Let students talk about things they enjoy doing because they do them well. c. Divide the class into groups of two or three to discuss things they think they do well. d. Let each student write an autobiography emphasizing his talents and achievements.	
2. Most students should be able to tell some kinds of work that appeal to his interests.	2.a. Let students work independently or in pairs to prepare lists of occupations they think they would enjoy doing. b. In a discussion group let each student tell why a certain occupation would appeal to him.	
3. Most students should be able to tell the skills and training necessary for one career that he thinks he would like.	3.a. Let each student do a study of one occupation: (1) Use available media to find information, (2) Interview a person who is engaged in that occupation, (3) Make a report on the skills and training needed for that occupation, (4) Discuss the career with other students who may have the same interest. Share information and ideas, (5) Make a booklet on the career he has selected.	

SUBJECT ____________ GRADE LEVEL Junior High TEACHER ____________ SCHOOL ____________

TEACHER'S EVALUATION ____________

TUDY Health

you work on a unit on growing up and changes that take place as a student grows up, there will be opportu-
ies to assist the student in developing a positive, realistic self-concept and to provide the student some
delines as he thinks about career selection. As you work on the unit, give emphasis to these concepts:
There is dignity in all occupations, and every worker makes a contribution to society.
People have different talents, and each of us can make a contribution to society.
We need to find our strengths and weaknesses and to accept ourselves as we are.
There are many options open to each person in choosing a career.
In choosing a career, we must give consideration to our talents and our interests.

IVES d and self-related)	CAREER RELATED INSTRUCTIONAL PROCEDURES AND ACTIVITIES	RESOURCES AND MATERIALS
should be able to tell rengths and talents.	1.a. Let each student compile a list "Some Things I Do Well". b. Have a class discussion. Let students talk about things they enjoy doing because they do them well. c. Divide the class into groups of two or three to discuss things they think they do well. d. Let each student write an autobiography emphasizing his talents and achievements.	
should be able to tell work that appeal to	2.a. Let students work independently or in pairs to prepare lists of occupations they think they would enjoy doing. b. In a discussion group let each student tell why a certain occupation would appeal to him.	
should be able to tell training necessary for t he thinks he would	3.a. Let each student do a study of one occupation: (1) Use available media to find information, (2) Interview a person who is engaged in that occupation, (3) Make a report on the skills and training needed for that occupation, (4) Discuss the career with other students who may have the same interest. Share information and ideas, (5) Make a booklet on the career he has selected.	

GRADE LEVEL Junior High TEACHER ____________ SCHOOL ____________

OBJECTIVES (Career-related and self-related)	CAREER RELATED INSTRUCTIONAL PROCEDURES AND ACTIVITIES	RESOURCE
4. Most students should be able to describe the contributions some workers make to society.	4.a. Let each student make a report on the career study he has done and tell the contribution that worker makes to society. b. Write names of job opportunities on slips of paper and put them into a box. Let students draw a slip of paper and tell the contribution of that worker. Let other students decide whether or not the answer is correct. c. Discuss the employees of a city or state and discuss the contributions of each worker.	
5. Most students should be able to describe the kind of person he would like to be when he is an adult.	5. a. Let each student write a description of the kind of person he wants to be when he is an adult. b. In a brainstorming session, let students tell characteristics of adults who are good citizens. c. Let each child write a description of an adult whom they admire.	

ES and self-related)	CAREER RELATED INSTRUCTIONAL PROCEDURES AND ACTIVITIES	RESOURCES AND MATERIALS
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TOPIC OR UNIT OF STUDY Job Opportunities in North Carolina

Introduction: As you work on the unit on The Current World, expand the study of North Carolina to include of the job opportunities in the state. Emphasis should be placed on the following concepts

1. There is dignity in every occupation, and every worker makes a contribution to society.
2. There are many job opportunities in North Carolina.
3. Positions with more responsibilities require more education and training.
4. Industries in a state are dependent upon the natural resources of the state.
5. Due to the technical progress that is being made, the number of jobs in technical areas increasing.

OBJECTIVES (Career-related and self-related)	CAREER RELATED INSTRUCTIONAL PROCEDURES AND ACTIVITIES	RESO
1. Most students should be able to list several of the largest industries located in North Carolina.	1. a. Ask resource people to talk with the class about the important industries located in the state. b. Consult available media - films, filmstrips, books, magazines - for information about industries in North Carolina. c. Write to selected chambers of commerce for information about industries in different parts of the state. d. Survey people in the community to get information about different industries. e. On an enlarged map of the state, use map pins to show the location of large industries. Use color code to indicate different industries. f. Do a mural showing different industries in North Carolina.	
2. Most students should be able to tell a number of ways people in North Carolina earn a living.	2. a. Ask an employee of the Employment Security Commission to talk with the class about job opportunities, or send a committee of students to the ESC office to interview one of the employees. b. Have students interview the people in their neighborhood to learn about ways people earn a living. c. Use back issues of newspaper and other media to find information about job opportunities.	

SUBJECT ________ GRADE OR LEVEL Eighth year TEACHER ________ SCHOOL ________

TEACHER'S EVALUATION ________

TUDY Job Opportunities in North Carolina

you work on the unit on The Current World, expand the study of North Carolina to include an in-depth study the job opportunities in the state. Emphasis should be placed on the following concepts:

There is dignity in every occupation, and every worker makes a contribution to society.
There are many job opportunities in North Carolina.
Positions with more responsibilities require more education and training.
Industries in a state are dependent upon the natural resources of the state.
Due to the technical progress that is being made, the number of jobs in technical areas is constantly increasing.

IVES and self-related)	CAREER RELATED INSTRUCTIONAL PROCEDURES AND ACTIVITIES	RESOURCES AND MATERIALS
should be able to list largest industries th Carolina.	1. a. Ask resource people to talk with the class about the important industries located in the state. b. Consult available media - films, filmstrips, books, magazines - for information about industries in North Carolina. c. Write to selected chambers of commerce for information about industries in different parts of the state. d. Survey people in the community to get information about different industries. e. On an enlarged map of the state, use map pins to show the location of large industries. Use color code to indicate different industries. f. Do a mural showing different industries in North Carolina.	
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________ GRADE OR LEVEL Eighth year TEACHER ____________ SCHOOL ____________

GN ________________________

4

OBJECTIVES (Career-related and self-related)	CAREER RELATED INSTRUCTIONAL PROCEDURES AND ACTIVITIES	R
	2.d. Take a field trip to some of the local industries to observe people at work. Make a list of the different jobs in one industry and discuss the training needed for each. e. Discuss services available to the residents of a community, and compile a list of the job opportunities related to each service.	
3. Most students should be able to list some job opportunities for people who have different training: college/university, technical, vocational, high school, and less than high school.	3.a. Have students interview people who hold different positions. Find out how much training each person has. Compile the information on graphs, charts, or on a bulletin board. b. Use available media to find information about training required for different positions. c. Make charts listing jobs that are open to people with different training: college/university technical, vocational, high school. d. Ask a resource person from Caldwell Community College to come to talk with the class about job opportunities for graduates of different schools.	
4. Most students should be able to name at least one school in which he can receive training on each of the following levels: college/university, technical, vocational, high school.	4.a. Use available media to find information about different schools. b. Ask a guidance counselor to talk with the class about educational opportunities. c. Collect college and technical school catalogs. d. Interview the school staff to get information about schools they attended. e. On a map of North Carolina use color-coded map pins to locate schools that offer education beyond high school.	
5. Most students should be able to name some business and professional leaders of the state.	5.a. Ask a resource person to talk with the class about business and professional leaders of the state. b. Write reports on state leaders. Combine the reports into a booklet. c. Read biography books about state leaders. d. Read current newspapers for information about outstanding citizens. e. Interview county leaders.	

CTIVES and self-related)	CAREER RELATED INSTRUCTIONAL PROCEDURES AND ACTIVITIES	RESOURCES AND MATERIALS
	2.d. Take a field trip to some of the local industries to observe people at work. Make a list of the different jobs in one industry and discuss the training needed for each. e. Discuss services available to the residents of a community, and compile a list of the job opportunities related to each service.	
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OBJECTIVES (Career-related and self-related)	CAREER RELATED INSTRUCTIONAL PROCEDURES AND ACTIVITIES	RESO
	f. Review the history of North Carolina and list people who have been leaders in the growth of the state. g. Collect pictures for a bulletin board on Famous Tar Heels. Write a short biography to go with each picture.	
6. Most students should be able to name some products of the state.	6.a. Use available media to find information about products of North Carolina. b. Ask a resource person to discuss the most important products of the state. c. Make a display of the products of North Carolina. d. On a bar graph show the value of two or more items produced in the state.	

TIVES d and self-related)	CAREER RELATED INSTRUCTIONAL PROCEDURES AND ACTIVITIES	RESOURCES AND MATERIALS
	f. Review the history of North Carolina and list people who have been leaders in the growth of the state. g. Collect pictures for a bulletin board on Famous Tar Heels. Write a short biography to go with each picture.	
hould be able to name f the state.	6.a. Use available media to find information about products of North Carolina. b. Ask a resource person to discuss the most important products of the state. c. Make a display of the products of North Carolina. d. On a bar graph show the value of two or more items produced in the state.	

TOPIC OR UNIT OF STUDY India

Introduction: As you work on the unit on India, there will be many opportunities to explore the world of
develop the unit, emphasis should be placed on these concepts:

1. There is dignity in all occupations, and every worker makes a contribution to society.
2. People must make a living from the things nature has given their country.
3. The pace of economic change is very slow in India.
4. The standards of living are much lower in India than those of the United States.
5. The standards of living are affected by the density of the population.

OBJECTIVES (Career-related and self-related)	CAREER RELATED INSTRUCTIONAL PROCEDURES AND ACTIVITIES	RESOURC
1. Most students should be able to describe how the people make a living in an Indian village.	1.a. Use available media - films, filmstrips, books, magazines - to find information on ways of making a living in a village of India. b. Draw a mural showing how people live in a village. c. Dramatize the role of different people who live in a village. d. Write a report on the different workers who live in a village e. Set up a model of an Indian village. showing the location of different craftsmen, farmers, the schools, the houses of worship, government, etc.	
2. Most students should be able to tell several ways people in a large city of India earn a living.	2.a. Ask a resource person to come to school to describe life in a large city in India. b. Use all available media to find information on ways of earning a living in a modern city of India. c. Have a committee of students give a panel report on the ways people earn a living in the large cities. d. On an enlarged map use map pins to show the locations of the industrial centers of India. e. Discuss ways of earning a living that are common to all large modern cities. f. Compare a large city of India with a large city in the United States.	

SCHOOL

SUBJECT GRADE OR LEVEL Seventh year TEACHER

TEACHER'S EVALUATION

DY India

u work on the unit on India, there will be many opportunities to explore the world of work. As you
lop the unit, emphasis should be placed on these concepts:

here is dignity in all occupations, and every worker makes a contribution to society.
eople must make a living from the things nature has given their country.
he pace of economic change is very slow in India.
he standards of living are much lower in India than those of the United States.
he standards of living are affected by the density of the population.

CTIVES (and self-related)	CAREER RELATED INSTRUCTIONAL PROCEDURES AND ACTIVITIES	RESOURCES AND MATERIALS
hould be able to e people make a dian village.	1.a. Use available media - films, filmstrips, books, magazines - to find information on ways of making a living in a village of India. b. Draw a mural showing how people live in a village. c. Dramatize the role of different people who live in a village. d. Write a report on the different workers who live in a village e. Set up a model of an Indian village. showing the location of different craftsmen, farmers, the schools, the houses of worship, government, etc.	
hould be able to tell ople in a large city living.	2.a. Ask a resource person to come to school to describe life in a large city in India. b. Use all available media to find information on ways of earning a living in a modern city of India. c. Have a committee of students give a panel report on the ways people earn a living in the large cities. d. On an enlarged map use map pins to show the locations of the industrial centers of India. e. Discuss ways of earning a living that are common to all large modern cities. f. Compare a large city of India with a large city in the United States.	

GRADE OR LEVEL Seventh year TEACHER __________ SCHOOL __________

N __________

OBJECTIVES (Career-related and self-related)	CAREER RELATED INSTRUCTIONAL PROCEDURES AND ACTIVITIES	RESOU
3. Most students should be able to describe the educational opportunities available to the children and young people of India.	3.a. Use available media to find information about the educational opportunities. b. Make a chart showing the organization of the school system. c. Ask a resource person to talk with the class about the schools of India. d. List the problems India has encountered in the attempt to build an educational system. e. Discuss progress that is being made in the educational system under the "five year plan".	
4. Most students should be able to tell some ways the climate affects the ways people earn a living.	4.a. Study rainfall maps and the location of India to learn the kind of climate India has. b. Use available media to find ways the climate has affected the products of India. Show how the products affect the ways people earn a living. c. Compare the climate of India with that of another country the students have studied, for example, Germany. d. List the principal crops that are grown in India. How is this list affected by the climate?	
5. Most students should be able to tell how the language diversity has affected the development of the country.	5.a. Have a group of students give a panel discussion of the caste system. Emphasis should be given to the effect the caste system has had on the young peoples' careers. b. Discuss the progress that is being made since India became independent. c. Compare the effect of the caste system on people who live in the villages with those who live in large cities. d. Let students dramatize the effect the caste system has on a young person who is typing to choose his career.	
6. Most students should be able to tell how the language diversity has affected the development of the country.	6.a. Use media for background information on the diversity of languages and dialects. b. Make a list of the major languages that are spoken in India. c. Color a large map of India to show the location of the people who speak the major languages. d. Trace the history of India and list reasons why so	

IVES (and self-related)	CAREER RELATED INSTRUCTIONAL PROCEDURES AND ACTIVITIES	RESOURCES AND MATERIALS
ould be able to cational oppor- le to the child- ople of India.	3.a. Use available media to find information about the educational opportunities. b. Make a chart showing the organization of the school system. c. Ask a resource person to talk with the class about the schools of India. d. List the problems India has encountered in the attempt to build an educational system. e. Discuss progress that is being made in the educational system under the "five year plan".	
ould be able to he climate affects earn a living.	4.a. Study rainfall maps and the location of India to learn the kind of climate India has. b. Use available media to find ways the climate has affected the products of India. Show how the products affect the ways people earn a living. c. Compare the climate of India with that of another country the students have studied, for example, Germany. d. List the principal crops that are grown in India. How is this list affected by the climate?	
ould be able to guage diversity development of	5.a. Have a group of students give a panel discussion of the caste system. Emphasis should be given to the effect the caste system has had on the young peoples' careers. b. Discuss the progress that is being made since India became independent. c. Compare the effect of the caste system on people who live in the villages with those who live in large cities. d. Let students dramatize the effect the caste system has on a young person who is typing to choose his career.	
ould be able to guage diversity development of	6.a. Use media for background information on the diversity of languages and dialects. b. Make a list of the major languages that are spoken in India. c. Color a large map of India to show the location of the people who speak the major languages. d. Trace the history of India and list reasons why so	

OBJECTIVES (Career-related and self-related	CAREER RELATED INSTRUCTIONAL PROCEDURES AND ACTIVITIES	RES
	many languages are spoken. e. Discuss reasons a person would have difficulty finding employment in another part of the country. f. Discuss reasons students in India must spend much of their time studying languages.	
7. Most students should be able to name some products of India.	7.a. Use all available media for research on products of India. b. On an enlarged map, use map pins to show the products. c. Set up a display showing the major products of India. d. Mount pictures of the products of India. Use the pictures for a bulletin board or put them in a scrapbook. e. Discuss the necessity of growing large amounts of food products in India.	

TIVES and self-related	CAREER RELATED INSTRUCTIONAL PROCEDURES AND ACTIVITIES	RESOURCES AND MATERIALS
	many languages are spoken. e. Discuss reasons a person would have difficulty finding employment in another part of the country. f. Discuss reasons students in India must spend much of their time studying languages.	
hould be able to cts of India.	7.a. Use all available media for research on products of India. b. On an enlarged map, use map pins to show the products. c. Set up a display showing the major products of India. d. Mount pictures of the products of India. Use the pictures for a bulletin board or put them in a scrapbook. e. Discuss the necessity of growing large amounts of food products in India.	

VIII. Career Guidance

The mission of career guidance is to assure the continuous provision for each student at all levels with those appropriate services, activities and programs which encourage his effective self development in learning about, preparing for, entering and progressing in, a career compatible with his needs, interests, abilities, aspirations, and opportunities.

A. K-3 Component of guidance

Guidance activities at the primary level are provided to assist each child in developing: a) an awareness of himself, b) an awareness of himself and his relationship with others, c) An awareness of the many facets of the world of work, d) independence and decision-making skills, e) an attitude that work has dignity and value, and f) an attitude that leisure-time activities have importance in one's life.

1. Group guidance
   - a. The counselor works with students in small group sessions using the following methods and techniques: play, art, verbal interaction, books, puzzles, kits, written responses, audio-visual media, role-playing, puppetry, etc.
   - b. The counselor plans with the classroom teacher in developing activities which may be correlated with classroom activities.
   - c. The counselor and classroom teacher periodically evaluate the group activities.

2. Individual guidance

   a. Individual counseling with students is an integral part of guidance activities but conducted only as special needs arise.

   b. Special needs may be identified by students, teachers, principal and parents.

   c. After analysis of the need, appropriate action is taken which may include making referrals to community agencies.

   d. The counselor informs teachers of developments concerning individual students which may influence the classroom situation by sharing appropriate pupil data with due regard to confidentiality and/or organizing and conducting conferences regarding a specific student.

3. Coordination

   a. The counselor provides in-service workshops for teachers to help them infuse career guidance into their classrooms.

   b. The counselor assists the librarian in selecting appropriate career information materials.

   c. The counselor and classroom teacher confer with parents concerning problems in the development of their child.

B. 4-6 Component of guidance

Guidance activities at the elementary level provide experiences which: a) develop a better self-image, b) increase ability to be independent and make decisions, c) develop personality traits that will help the child become a better citizen and worker, d) recognize the differences in his characteristics and interests and those of others, e) expand his acquaintance of the world of work into the larger communities of state, nation and world, f) develop a better understanding of the relationship between skills learned in the school setting and his own environment.

1. Group guidance
   a. The counselor works with students in small groups using games, puzzles, role-playing, verbal interaction, and sharing common concerns.
   b. The counselor works with students in small groups expanding their knowledge of careers by using filmstrips, tape cassettes, resource speakers, field trips and booklets.
   c. The counselor and classroom teacher periodically evaluate the group activities.
2. Individual guidance
   a. Individual counseling with students is an integral part of guidance activities but conducted only as special needs arise.
   b. Special needs may be identified by students, teachers,

principal and parents.

   c. After analysis of the need, appropriate action is taken which may include making referrals to community agencies.

   d. The counselor informs teachers of developments concerning individual students which may influence the classroom situation by sharing appropriate pupil data with due regard to confidentiality and/or organizing and conducting conferences regarding a specific student.

3. Coordination

   a. The counselor provides in-service workshops for teachers to help them infuse career guidance into their classrooms.

   b. The counselor assists the librarian in selecting appropriate career information materials.

   c. The counselor and classroom teacher confer with parents concerning problems in the development of their child.

C. 7-9 Component of guidance

Guidance activities at this level are designed to help each child accept himself as he really is and help him to recognize and develop his potential. These activities help him to accept others as they are and to see himself in relation to others. Therefore, the individual becomes aware of his own feelings, desires and talents and can then better make realistic decisions.

The counselor's role includes that of counseling, consulting and coordinating.

1. Guidance
   a. Group guidance
      (1) The counselor interviews every student in the school. He is then assigned to a group according to the career he expresses interest in exploring. The counselor plans activities, i.e. resource speakers, field trips, discussion groups, etc., in order that each child may receive information concerning this career. It is important to help the child realize that any occupation is of worth and value and can make a contribution to society.
      (2) The counselor sets up group sessions with children referred by the principal and/or teachers. Goals to be reached are discussed with the students and teacher. Behavioral modification

techniques are often employed to enable the children to develop a positive self concept. Role-playing is quite often used in these sessions. The counselor helps the teacher to understand the child's behavior. The counselor also helps the teacher to understand and to make adjustments in the classroom and in the curriculum to enable the child with a learning disability to control his behavior and to learn with less difficulty.

(3) Group sessions are established where students have an opportunity to explore their feelings, their ideas, their talents, their interactions with others and to come to know and like themselves better. Role-playing is often employed as a technique when working with these students as well as the other groups.

b. Individual guidance

Individual crisis counseling occurs whenever a student is referred by the principal, teacher, or himself.

2. Coordination

a. The counselor is available for help to the teacher to coordinate career activities with subject matter. The counselor aids in the selection of materials on various careers and makes suggestions for other resources such as speakers and field trips.

  b. The counselor makes referrals, when needed, to other community agencies such as mental health and social services.

3. Consultation

  a. The counselor works closely with teachers in order to meet the needs of each student. The counselor is available to the teacher for consultation about children with behavioral problems, learning problems, personality problems, etc.

  b. The counselor assists the principal and classroom teacher in the placement of various pupils and as a consultant in other areas concerned with meeting the individual needs of students.

  c. The counselor provides time for conferences with parents concerning their child or children.

D. 10-12 Component of guidance

The counselor assists all students in selecting and making necessary adjustments in preparing for careers which will insure placement upon leaving school in either a job and/or additional education.

1. Placement
   a. The counselor assists students in selecting and enrolling in post-secondary education. This is accomplished by securing information on admission requirements, financial aid, and school catalogs for student use.
   b. Students entering the world of work may need assistance from the counselor in getting a job. If they decide to enter the job market upon graduation, awareness of job opportunities should be provided for them. The counselor can initiate and complete this service by:
      (1) locating students who are interested in employment either full time or part time.
      (2) conducting a survey of employment needs in business and industry.
      (3) informing the students of the job availibilities.
      (4) using introductory or referral cards when sending a student for an interview. Information on these cards should include: a) the name of the business to be contacted, b) person to be contacted,

c) student's name, d) name of the school, e) date of the interview, and f) counselor making referral.

(5) keeping records of past placements.

(6) establishing communication with local agencies.

(7) developing an effective public relations program.

(8) involving students in the operational procedures of the placement service.

2. Group guidance

The counselor assists each student in selecting occupational preferences through the use of career questionnaires, general interest surveys, resource speakers, career tapes, in writing career research papers, etc.

3. Individual guidance

Career exploration can be accomplished most efficiently through individual counseling. Students are permitted to confer with the career counselor during release periods, study halls and prior to or following the school day.

4. Coordination

a. The counselor is available for help to the teacher to coordinate career activities with subject matter. The counselor aids in the selection of materials on various careers and makes suggestions for other resources such as speakers and field trips.

b. The counselor makes referrals when needed to other community agencies such as mental health and social services.

5. Follow-up activities

A student questionnaire designed to determine the effectiveness of school functions, curriculum, and career activities are sent to all graduates enrolled the previous year. The time to do this is shortly after the fall term begins. Responses are then tabulated and results or suggestions could be incorporated in activities of the new school year.

6. Potential drop outs

The career counselor assumes the responsibility of doing everything possible to see that students remain in school to receive their high school diplomas or enroll in alternate high school programs. When a potential drop out has been identified, the counselor arranges a conference with the student for the purpose of re-evaluating his abilities, interests, and self image. The counselor informs the teachers involved with the student of his intent on leaving school.

E. 13-14 Component of guidance

Guidance activities at the community college and technical institute level provide experiences which: a) help students to use knowledge for the expansion of the whole personality, b) help students respond to others and themselves as human beings, c) individualize learning situations, d) implant, nurture, and extend student's drives, interests, and motives, so that college and community resources will be used to the maximum by students to achieve their educational purposes, both in and after college, e) implement the career education concept in classes and programs to provide the students with an opportunity to develop skills necessary for success in life.

1. Personalizing educational programs utilizing Cognitive Style Mapping
    a. Cognitive Style Mapping is a three hour evaluation which is administered by a counselor to all incoming freshmen to determine their strengths and weaknesses.
    b. Students receive the results of the test through group and individual counseling sessions.
    c. An analysis of the diagnostic test data by a student, counselor, and instructor can help place an individual in a learning situation which promotes his success.
    d. Various activities are provided to insure educational success.

(1) Advancement Laboratory

The advancement laboratory is designed for students who like to work alone rather than in groups. Students use programmed texts and other highly organized materials under the supervision of faculty members specially trained in individualized instruction techniques.

(2) Library

(a) Carrel arcades are provided which contain a variety of audiovisual resources. Students may review video-taped lectures, listen to audiotapes, view films, or study course materials on other audio-visual equipment.

(b) The library is a place for independent study and research. It is a clearinghouse for a large variety of instructional packages, microfilms, special displays, and research materials in many forms.

(c) Youth-Tutor-Youth

Students who have already mastered course materials are trained by the professional staff to tutor others.

(d) Seminars

The student who prefers the dynamics of group interaction may participate in "rap" sessions with teachers and other students. Other students may prefer a seminar with a faculty member who presents more of a "fatherly" image and with whom they feel more comfortable and confident.

2. Computerized Vocational Information System (CVIS)

The basic purpose of the CVIS Project has been and is to provide students with a sophisticated tool with which to explore information about self, occupations, and educational opportunities.

a. Students are able to interact with an IBM 360 computer terminal which contains a cathode ray tube. This device display messages on a TV-like screen to which the student responds by typing on a typewriter-like keyboard. The "conversation" is carried on by the transmission of data from the cathode ray tube over a phone line to the central processing unit of the computer and back to the cathode ray tube. This process is instantaneous. The student may have a copy of any message which appears on the screen or of data sent directly from the computer by use of a complementary printer. Audio-visual materials can be used in conjunction with the computerized material, as in the case of the junior high vocational exploration program.

b. The exploratory experience is made personal to the student by the storage of his own career plans and by the "analytical" design of the computer's program.

3. Advisor-advisee System

Each student is assigned an advisor upon his entrance into the community college or technical institute. This system provides closer contact with students to provide career advice and academic help on an individual basis.

4. Student Orientation

Students are assisted in developing an understanding of the numerous opportunities available to him through the community college curriculum.

5. Mini-Courses

Students are encouraged to participate in a mini-course program which provides opportunities for exploratory activities in areas of individual interest.

IX. Evaluation

Evaluation has traditionally served as a method for determining the extent to which the desired objectives have been accomplished and to discover the causal factors as to the actual results of a program.

In order to begin an effective evaluation process, it is necessary for the school system or school undertaking a career education program to have their desired goals and objectives clearly understood before implementation begins. An administrator should set up a time during the school year for an evaluation process to take place. The following is a suggested plan for an evaluation process.

A. Internal Evaluation

1. The staff reviews goals and objectives.
2. The staff observes each other in a teaching situation.
3. Student committees should be established to review goals and objectives and give their recommendations for improving the program.
4. The staff assesses the degree to which they are meeting their goals and objectives.
5. The staff identifies areas of strengths and weaknesses in their program.
6. The staff makes plans to strengthen areas of weakness.

B. External Evaluation

1. The superintendent or the principal selects a team of three educators from outside their system who have some expertise in career education.
2. The evaluation team members should have had no previous working contact with the school personnel to assure an objective assessment of the program.

3. The evaluation team should be provided a copy of the goals and objectives of the program several weeks before visiting the school.

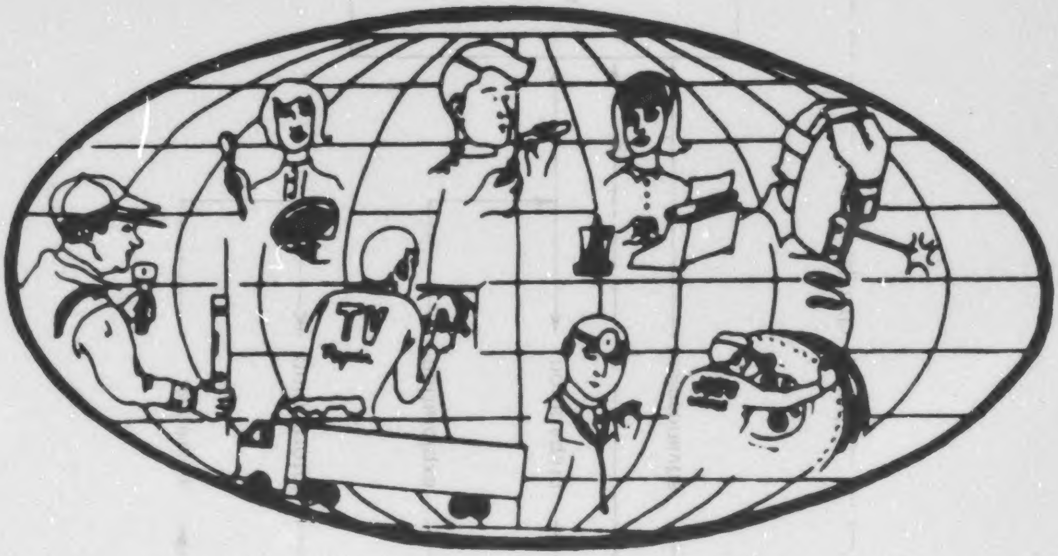
4. The task given to the evaluation team should be to provide an objective assessment of the extent to which objectives have been achieved and to make recommendations for the improvement of the program.

5. The staff should compare their internal evaluation results with the findings of the evaluation team to determine if proper plans are being made to upgrade their program.

6. The staff responsible for the evaluation should prepare a written report to be forwarded to the superintendent's office indicating the findings and plans for improving the program.

APPENDIX I

ESTABLISHING AN INFUSIONARY CAREER EDUCATION PROGRAM IN A LOCAL EDUCATIONAL SYSTEM



CALDWELL CAREER EDUCATION PROJECT
LENOIR, NORTH CAROLINA 28645
DECEMBER 20, 1974

SUPPLEMENTAL REPORT

Project Nos. V261016L and V361058L
Grant Nos. OEG-0-72-0747 and
OEG-0-73-2998

Comprehensive Research Model in Career Education

Conducted Under
Part C of Public Law 90-576
Title I

Charles E. Waters
Caldwell Career Education Project
P. O. Box 309
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The report presented herein was prepared pursuant to a contract with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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Lenoir, North Carolina 28645

December 20, 1974

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The Caldwell Career Education director and staff wish to express their sincere appreciation to all teachers, parents, business and industrial personnel who have contributed to the development of the career education concept in our schools. Special gratitude is expressed to the members of the State Advisory Committee: Mr. E. M. White, Chairman (1972-1974); Dr. H. Edwin Beam, Chairman (1974); Mr. A. J. Bevacqua, Mr. J. G. Hagaman, Mr. R. Barton Hayes, Dr. Charles Law, Mr. M. L. DeVane, Dr. Gerald D. James and Mr. David G. Porter for their assistance, suggestions, constructive criticism and continuing support.

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To no one is the career education director more grateful than to the students, teachers and principals of the six target schools for their patience, understanding and involvement during the developmental stages of the project.

Gratitude is also expressed to James R. Freeland for his assistance in the preparation of this report.

Charles E. Waters
Project Director

ABSTRACT

Title: ESTABLISHING AN INFUSIONARY CAREER EDUCATION PROGRAM IN A LOCAL EDUCATIONAL SYSTEM

The purpose of this report is to present procedures for establishing comprehensive career education programs in North Carolina's local educational agencies. The report represents an attempt to provide useful information to local school board members, administrators, teachers, Career Education Program personnel, and community citizens who are interested in establishing a comprehensive career education program.

The report consists of six chapters. Chapter I is entitled, "The Concept of 'Career Education'". This chapter discusses: current conceptions and misconceptions about career education; program objectives utilized in the Career Education Project established in Caldwell County, North Carolina; an operational definition of career education; conclusions regarding the attainment of program objectives through the career education activities utilized in the Caldwell Project; and the usefulness of the concept of "career education" to educational practitioners charged with the task of bringing about desired educational outcomes.

Chapter II deals with "The Project Director's Role". Discussion centers on the tasks which must be faced by the director of a career education project as he manages activities related to program planning, implementation, and evaluation.

Chapter III is entitled "Procedures by which the Career Education Model was Established". This chapter deals specifically with the Caldwell Project. The following aspects of the Caldwell Project are addressed: funding; general design; time schedule; community population characteristics; and considerations relevant to evaluating the established model.

The most important chapter of this report for readers seeking information that should be useful in establishing a career education program is Chapter IV. This chapter is entitled "Procedures Suggested for Establishing a Comprehensive Career Education Program". Emphasis is placed on the importance of focusing on community characteristics, philosophical considerations, and learning theory as the career education model is developed. This chapter contains the fruits of the Caldwell Project efforts that were addressed to the development of procedures for establishing comprehensive career education programs in North Carolina's local educational systems.

Chapter V deals with the "Evaluation" of educational programs. Shortcomings of traditional evaluative techniques are discussed. The approach to program evaluation utilized and advocated by the writer of this report is presented. The approach supported views evaluation as the process of delineating, obtaining, and providing useful information for judging decision alternatives. Emphasis is placed on viewing evaluation as a means to program improvement.

Chapter VI deals with the director's conclusions as to the effectiveness of the project in the original target schools. The chapter presents, in concise statements, the results of the project. A complete third party evaluation report is available for those who wish a statistical assessment of the project's effectiveness.

In conclusion, the benefits of the Comprehensive Career Education Program established in Caldwell County were in three areas. These benefits were to: (1) Students; (2) The Local Educational System; and (3) The Local Community. General conclusions regarding the benefits of the career education program in each area are listed below.

(1) Benefits derived by students

- (A) It was generally agreed that students' attitude toward education improved as a result of the career education program.
- (B) It was agreed that students' "self-image" improved as a result of the career education program.
- (C) As a corollary to (A) and (B), it was agreed that the infusionary approach to career education provided a means by which conventional academic curricula might be "brought to life".
- (D) It was agreed that the career education program contributed to the development of students' career decision-making process.
- (E) It was unanimously agreed that drop-out rates decreased as a result of the career education program.
- (F) It was unanimously agreed that student school attendance rates improved as a result of the career education program.

(2) Benefits derived by the Local School System

- (A) It was agreed that teacher attitudes improved as a result of the career education program.
- (B) It was agreed that administrative attitudes toward educational change improved as a result of the career education program.
- (C) It was agreed that administrative and teacher awareness of the need for constant evaluation as a means to program improvement was increased as a result of the career education program.

(3) Benefits derived by the Local Community

- (A) It was unanimously agreed that community involvement in education increased as a result of the career education program (i.e., it was repeatedly asserted that the school and the community were "closer" as a result of the career education program).
- (B) It was unanimously agreed that the local business and industrial communities increased their participation in the educational process as a result of the career education program.

(C) It was agreed that the local business and industrial communities improved their understanding of problems related to the educational process as a result of the career education program.

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CHAPTER I

THE CONCEPT OF CAREER EDUCATION

The concept of career education has developed in an atmosphere of keen interest and intense controversy. Advocates of career education have often been accused of emphasizing "training" at the expense of "education". Those who favor career education contend that they have been misunderstood. Instead, they argue that career education should be strongly and relevantly undergirded by education in the traditional academic subjects. In order to understand the concept, and thereby resolve some of the conflict, a brief review of the functions of education might be helpful.

SITUATION

At first glance, it might appear that the sole reason for our education system's existence is to teach students traditional academic subjects. Upon reflection, it becomes apparent that more is involved. Granted, the teaching of reading, writing, and arithmetic is an important part of our education system's responsibility. However, such teaching only equips students with "tools" whereby they might successfully reach the overall goals of education.

A major function of education is cultural transmission. Stated simply, it is through education that a society transmits those beliefs and skills which individuals must learn if the society is to maintain itself. Thus, education is the means by which individuals learn about career possibilities and acquire the skills needed to participate effectively and help maintain our society. Basically, education enables men to adapt themselves to their environment and survive.

It should be noted that the rapidly increasing and changing career possibilities of our society points to additional responsibility being shouldered by the formal educational system. It can no longer be assumed that adequate career information will be available in the home environment. One only has to consider the simultaneously increasing instances of job obsolescence and new career opportunities to realize that adequate home career education is next to impossible.

With these functions in mind, it becomes apparent that our society charges its schools with the task of exposing students to careers that are available, and helping students make career decisions, not to mention actual skill training. In other words, our society expects its schools to bring about "career education".

Acknowledging career education as an important purpose which the school should seek to accomplish points to the need for a framework from which important, consistent objectives might be selected. That is, the path from career exposure or awareness to career skill attainment or advancement should be traced in order that important elements of the career education process might be identified. It was with this in mind that career education was placed in a framework following a path of "awareness", "information", "exploration", "preparation", and "advancement" (or specialization). Thus, a career education program was seen as consisting of the following basics: (1) the establishment of a broad foundation of *awareness* about the world in which the child lives; (2) providing experiences whereby the child can relate activities in every subject area to the world of work, and thereby acquire an adequate *information* base about careers; (3) assisting career decision-making by providing opportunities for students to *explore* their capabilities and appraise their potentials; (4) *preparation* for citizenship by providing job information and skill development, and helping individuals develop attitudes about the significance of careers in our society; and,

(5) offering opportunities for career advancement by providing specific skills and needed attitudes, re-education for victims of job obsolescence, and higher levels of skill.

This report is based on an attempt to implement a career education program which utilized the above stated framework. The program was not seen as an "addition to" traditional academic subjects. Instead, emphasis was placed on bringing about a mutually beneficial partnership between traditional academic subject programs and career education programs. Therefore, the program is best described as an infusionary approach to career education.

OBJECTIVES

Objectives were stated by referring to the five basic components of the career education framework and delineating those outcomes which were deemed necessary for program success. The objectives were:

(1) To develop a career education model that will be transportable. "Transportable" refers to the feasibility of using the components in other similar situations in North Carolina.

(2) To introduce students to the world of work.

(3) To provide activities which will develop an opportunity for self-improvement.

(4) To provide continuous and sequential development of the career decision-making process.

(5) To stimulate student understanding of the need for positive work attitudes.

(6) To stimulate student understandings of the need for the evaluation of individual behavior.

(7) To develop appreciations and understandings of democratic values which are inherent in our free enterprise system.

(8) To incorporate career education activities in our curriculums in the public schools.

(9) To provide relevancy for the entire educational process.

(10) To reduce high school drop-out rates.

(11) To establish a functional career guidance service for students at the secondary level.

OPERATIONAL DEFINITION

Career education is the process by which students become aware of the world in which they live, acquire adequate information about careers, explore personal capabilities and potentials, prepare for citizenship by developing necessary skills and attitudes, and advance (or specialize) by either acquiring specific skills and needed attitudes, re-education in case of job obsolescence, or higher levels of skill.

CONCLUSIONS

The evaluation focused on the usefulness of the infusionary career education model which was developed. That is, emphasis was placed on the development of a comprehensive career education program that other local educational systems might use. In other words, it was considered to be important that the model be "transportable". It was with this in mind that the infusionary career education model was developed. To facilitate transportability, the model utilized a framework which stressed the "sequence" by which career education takes place. Thus, the program addressed itself to the following career educational stages: (1) awareness; (2) information; (3) exploration; (4) preparation; and, either (5) specialization, job placement, or further education for all students.

Based on these considerations, the following conclusions were reached.

(1) The Infusionary Career Education Model is transportable. The on-site Evaluation Team and selected administrators agreed that the model could be implemented in other educational systems.

(2) The program provided means by which students might be introduced to the world of work. For example, 5-8 year old children became acquainted with many different forms of work through such activities as role-playing, field trips, and making career colages from magazine pictures.

(3) The program did provide means by which opportunities for self-improvement activities might be made available for students. For example, one of the seventh grade student activity sheets -- which was "infused" into the subject area of health -- involved making a personality check list. The list was to be made after reading a chapter in the health textbook which dealt with developing a good personality. The career area emphasized by this particular student activity was "personnel director".

(4) The program provided a means by which continuous and sequential development of the career decision-making process might take place. There were several suggested student activities by which the career decision-making process might be developed. One series of activities which reveals the infusionary focus of the program included: (1) Encourage children to write stories, poems, etc. about their career activities (grades K-3); (2) During the year, each child may keep a file or book on the people and careers with which they have touched base (grades 4-6); (3) In order to provide an opportunity for students to become aware of the need for communications skills as they relate to career interest, one exploratory activity might involve students debating the values of a particular career and its contribution to society (grades 6-9); (4) Taking students either individually or in small groups to business and industry people and letting students work side by side with employees in their area of interest (grades 9-12); and, (5) Provide opportunities for co-op work experiences and/or an intern program to provide an alternate career objective (grades 13-14).

(5) The program provided a means by which student understanding of the need for positive work attitudes might be stimulated. For example, the following student activities might be seen as stimulators of positive work attitudes: (1) Interview two individuals in the community who have positive attitudes toward their jobs and report on the effects that attitudes have on work (grades 4-6); (2) Students prepare, as a group or as individuals, a list of rules for getting along with people of different types (e.g., Boss with fellow workers, new employees, friends who work on the same job, etc.) (grades 6-9); (3) Providing special group counseling sessions -- not necessarily vocational counseling -- but self-awareness and attitude sessions (for potential dropouts in grades 9-12); (4) Providing guidance aimed at improving the student's self-image (offered at grades 13-14, but here as part of the "Operation Success High School Diploma Program").

(6) The program might contribute to stimulating student understandings of the need for the evaluation of individual behavior. This might be accomplished through such suggested student activities as: (1) Participate in a debate on the topic "Resolved: Homemakers need to be educated to contribute to the family goals" (grades 4-6); (2) Students identify -- following teacher demonstration -- an individualized physical education experience as an opportunity for release of emotions (grades 6-9); (3) Individual guidance and counseling sessions to explore areas of problems with school, home, and self (for potential drop-outs in grades 9-12); and, (4) Involvement of all subject areas as they relate to success in job opportunities which will include direct contact with personnel now employed in a student's interest area in order to obtain first-hand information related to specific career areas.

(7) The program provides a means that might contribute to the development of appreciations and understandings of democratic values which are inherent in our free enterprise system. The following suggested activity points to one means by which such development might be accomplished: "Using stick puppets to portray workers, students will write and present an original skit entitled 'Who Runs My Community'. Speculate on what would happen if one actor in the 'cast' did not do his job adequately." This student activity was suggested for students in grades 6-9 as a means by which career education might be "infused" into the subject area of Social Studies.

(8) The program provides a means by which career education activities might be incorporated into public school curricula. In addition to the examples previously cited, the following suggested student activities are some of the many means of infusing career education activities into the curricula: (1) Build four language arts trees (writing, reading, listening, speaking) and decorate the trees with pictures of workers who need to use these skills (grades K-3); (2) Visit a small business in the community -- such as "The Doughnut Castle" -- and interview the owner regarding the kind of math skills needed to (A) measure ingredients, (B) determine quantity to be produced, (C) calculate amount of ingredients to purchase, (D) calculate amount of packaging supplies to purchase, (E) calculate cost of baked goods to the consumer, (F) calculate sales tax, (G) calculate amount of rent and cost of supplies for maintenance, and (H) calculate earnings of employees (grades 4-6); (3) Students write a definition of unskilled workers, a definition of semi-skilled workers, skilled workers, and professional workers (grades 6-9); and (4) Resource people from all areas of the world of work will be brought into existing high school classes to share their work experiences with the students as well as tie in the course curriculum with real occupational needs (grades 9-12).

(9) The career education program provides a means by which the entire educational process might become relevant. This was reflected in several of the previously cited student activity suggestions - such as the "Doughnut Castle" example. Another example is: While studying the jobs of societies different from our own, such as Russia, Eskimo, or the South American Indian, the students should make a list of occupations and

tell how they contribute to that society (infused into the Social Studies area for students in grades 6-9).

(10) The career education program provided a means of reducing high school drop-out rates. For example, drop-out rates for the target schools decreased 40% (from 148 to 89) during the two years following the implementation of the night high school program.

(11) The career education program provided a means whereby a functional career guidance service for students at the secondary level might be established. For example, of 134 students who expressed an interest in employment placement during the 1973-1974 school year, 48.5% were placed in full or part-time employment.

APPLICATION OR USEFULNESS
(of the concept of "Career Education")

If a concept - such as career education - is to provide a useful tool for the practicing educator, there must be an unequivocal delineation of the relationships between education goals and the "real world" situation. In other words, the usefulness of the concept of "career education" is predicated on the extent to which it can be applied to real world situations in order to attain educational goals.

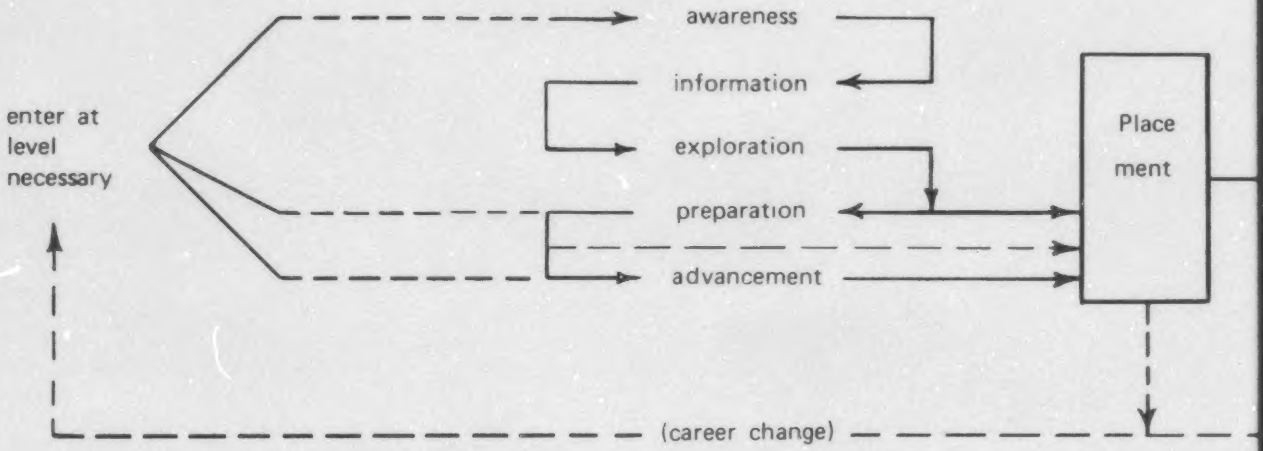
Basically, the major "educational goal" of our society is to "educate" people to be "productive" members of our society. The thrust of the eleven objectives and conclusions stated in the previous section points to the main function of education as being concerned with providing means by which members can become "productive members of our society". It can be seen that the relationship between the educational goals of our society and the real world situation focuses on the productivity. Moreover, productivity in our society - connotes "career". Thus, by definition, emphasis is placed on the attainment of skills - via education - needed for competent career performance. In other words, educational goals and the real world concern for productivity are inextricably interwoven. The necessity of the practicing educator's utilizing a concept of "career education" is obvious.

With this in mind, the need for developing a framework for describing how career education "comes about" or is to be "brought about" becomes apparent. As educators look at people who have advanced through different levels of "careers", they might ask "What precedes this"? In order to advance, it follows that a given person had to "prepare" in some manner. But, how did he become prepared for this career? In our society, it would be hoped that specific career preparation followed a period during which the individual "explored" several career possibilities (with his own interests, talents, limitations, etc. in mind). Of course, in order to explore different career possibilities, a person must possess "information" about different careers. Finally, information can only be acquired about these careers of which the individual is "aware". Thus, the move from awareness, to information, to exploration, to preparation, to advancement is consistent with the educational goals of our society.

In essence, the "career education" concept advanced here provides a useful framework for bringing about educational goals within our democratic value orientation. The model is logically consistent and can be applied to real world situations.

Finally, it should be noted that the different stages of the career education model are separated by grade levels for the purpose of emphasis only. For example, students in grades 10-14 continue to become "aware" of new career possibilities. Also, it is entirely possible - if not probable - that a middle aged person who finds himself "jobless" due to obsolescence, etc., will return to the awareness, information, exploration, or preparation stages of career education. The following figure depicts the process advanced by the infusionary career education model.

A CONCEPTUAL MODEL FOR CAREER EDUCATION


awareness
information
enter at level necessary
exploration
preparation
advancement
Place ment
(career change)

The concept of career education as presented by Caldwell Career Education is usef

(1) It is easily understood and covers all phases of the curriculum (grades K -

(2) The model lends itself to programming (i.e., Objectives can be stated and le experiences can be planned which are based on the stated objectives.

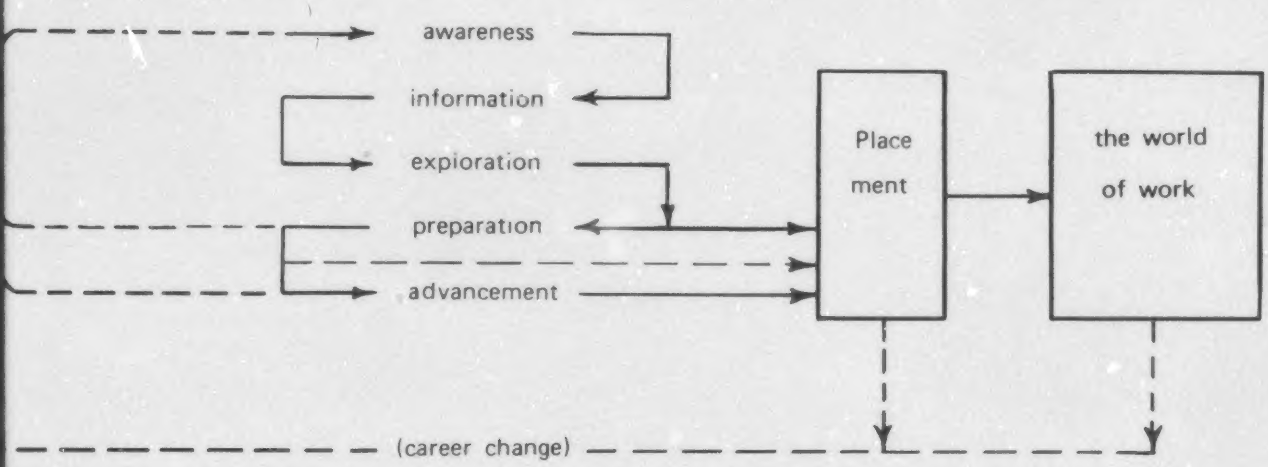
(3) Objectives can be attained through an infusion process. That is, the infusi career education model brings the curriculum into realistic focus for each s

(4) All educational personnel have an opportunity to participate in the developm secquential program.

(5) This concept does not require additional personnel or facilities.

(6) Classroom teachers plan, evaluate, and supervise all instructional activitie

A CONCEPTUAL MODEL FOR CAREER EDUCATION


awareness
information
exploration
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advancement
Place ment
the world of work
(career change)

f career education as presented by Caldwell Career Education is useful because:

sily understood and covers all phases of the curriculum (grades K - 14).

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ces can be planned which are based on the stated objectives.

es can be attained through an infusion process. That is, the infusionary
lucation model brings the curriculum into realistic focus for each student.

tional personnel have an opportunity to participate in the development of a
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cept does not require additional personnel or facilities.

n teachers plan, evaluate, and supervise all instructional activities.

CHAPTER II

THE PROJECT DIRECTOR'S ROLE

The director of a comprehensive career education program (or project) faces the task of managing activities related to program planning, implementation, and evaluation. Thus, the project director's role is - for all intents and purposes - that of "overall educational programmed". The role requires that the director possess a conceptual framework which will provide an adequate base for "planning" ways to identify and bring about desired educational outcomes.

Upon realizing that his task is to bring about desired educational outcomes (as stated by the social system via the program funding agency) the director should tentatively state program objectives. These tentative objectives should then be examined in light of philosophical considerations and principles of learning.

This examination of tentative objectives is important for two reasons. First, an acceptable philosophy of education will reflect the values of the culture. Such a philosophy will lead to an integration of the career education program with prevailing societal norms. Secondly, the necessity of relating tentative objectives to principles of learning becomes obvious when one realizes that programming without reference to learning principles would result in a trial and error approach to objective attainment efforts.

Upon completion of the tentative objectives examination, the objectives of the career education program should be stated in more specific form. This is not to say that clearcut empirical indicators of objective attainment should be easily derived from the more specific objectives. Instead, these program objectives should provide the base for the model in that they are based on social system desired educational outcomes (i.e., community needs) as well as an acceptable philosophy of education and principles of learning.

The process by which the project director reaches the point that objectives of the comprehensive career education program have been stated involves the efforts of many people (e.g., staff, advisory boards, etc.). As mentioned throughout this report, the extent to which the planning, implementation, and evaluation of a comprehensive career education program succeeds will be directly related to the existence of open communication channels. Thus, the project director must be sure that all people involved in the career education program are able to make inputs and receive feedback.

Following the statement of program objectives, the director of a career education program must develop an organizational framework that will allow for the selection of learning experiences that will lead to the attainment of objectives. The director should - in effect - set up "departments" to deal with selection of learning experiences in different program areas. For example, one of the departments (or programs) of the Caldwell Project focused on objectives aimed at reducing the high school dropout rate. The learning experiences planned resulted in the establishment of a night high school program. A major task of the director at this point is to be sure that learning experiences selected are directed at the objectives and that different programs address different objectives. That is, the programs should not overlap or duplicate services. Instead, they should be mutually supportive of overall program objective attainment.

Once learning experiences have been selected, the project director must focus on implementing the program. The decisions that must be made by the director of a career education program during the implementation phase require constant attention to "evaluation" if maximum results are to be attained. The approach to evaluation utilized by the project director is of paramount importance. Chapter V deals with evaluation of career education programs and should serve to adequately reflect the project director's role during program implementation.

CHAPTER III

PROCEDURES BY WHICH THE CAREER EDUCATION MODEL WAS ESTABLISHED

FUNDING

The Vocational Education Amendments of 1968 (P.L. 90-576) **initiated** a thrust in public education toward the coordination and integration of general education and vocational education. The primary thrust was directed at meeting the needs of today's youth as they face the demands of living and working in a rapidly changing technological society.

Part C of the 1968 Vocational Amendments (P.L. 90-576) provided the means for the development of experimental programs designed to meet the special needs of youth - particularly those in economically depressed communities - who have academic, socioeconomic, and/or other handicaps. The Vocational Amendments required that the Part C funds be divided equally between the states and the Commissioner of Education, the latter to be used at his discretion.

The record of congressional debate indicated that the members of the Congress understood that all Part C funds would go directly to the states. In an attempt to resolve the conflict between the law and the apparent intent of the Congress, the Commissioner of Education presented a plan to the 1971 spring meeting of all chief state school officers. The plan focused on launching a comprehensive series of top-priority programs to make career education an integral part of the learning opportunities available to all students. The chief state school officers unanimously supported the Commissioner's proposals. Based on their support, the Commissioner agreed to turn over - to the states - the full amount of the Commissioner's discretionary funds upon the assurance from each state that at least one-half of the allocated funds would be used to demonstrate, develop, and test a model program for career education within each state.

The guidelines for the demonstration, development, and testing of a career education model emphasized that the research projects should focus on the establishment of meaningful, comprehensive, well-developed career education programs, with strong guidance and counseling components.

In October of 1971, the North Carolina Occupational Research Unit, at the request of the State Director of Occupational Education, submitted a proposal to the Office of Education requesting North Carolina's share of the Part C discretionary funds ($294,702). Matching state funds in the amount of $32,745 brought the proposed project to a total of $327,448. In addition to the Federal requirements, the proposal (Clemmons and Manley, 1971, pp. 9-10) called specifically for the production of a report which would serve as the model for establishing comprehensive career education programs in North Carolina's local educational agencies. All requested funds were approved.

GENERAL DESIGN

The plan of operation can be divided into three phases. Phase I was the "start up" phase and was carried out by the project director and his secretary. Phase II was the "planning and training" phase during which the project staff, local administrative staff members of the advisory committees, teachers, and lay people in the community were involved in planning project activities. The project staff conducted a workshop for teachers and others in order to present the career education concept and develop the skills needed for program implementation. Phase III was the "implementation" phase and involved the actual installation of the activities planned in the second phase. A general overview of the approach utilized to accomplish each phase is presented below.

PHASE I: START-UP ACTIVITIES

The start-up activities were carried out - for the most part - by the project director. One of the first tasks involved the identification of target schools. The early tasks involved interviewing prospective project personnel, consulting with State Advisory Board Members and local administrators, and identifying grade level coordinators.

The project director worked with the grade level coordinators in reviewing career education literature and developing a career education model. As a part of developing the model, the project director and grade level coordinators visited career education projects in Maryland (Anne Arundel County), Tennessee (Knox County), North Carolina (Apex), South Carolina (Camden County), and Mississippi (New Albany).

Other start up activities undertaken by the project director included disseminating project information to the news media and target school staffs, attending professional meetings, consulting with State agency personnel, and speaking at P.T.A. and civic club meetings.

PHASE II: PLANNING AND TRAINING ACTIVITIES

This phase included finalizing a report entitled "Proposed Career Education Model for Caldwell County Schools". The proposed model outlined the mission of career education as follows:

> The mission of career education is to provide all students opportunities to develop understandings of the possibilities for employment, and to build and strengthen knowledge acquired throughout educational experience. The career education concept will aid in developing attitudes for individual improvement related to self-determined career objectives and will foster the understanding for the need of continuous self-appraisal necessary for success in the world of work. (Proposal, 1972, p.1)

Other activities completed during the second phase included: (1) interviewing prospective project personnel: (2) identifying and securing materials for implementation of the model in the schools: (3) planning a teacher workshop; and (4) organizing and meeting with local advisory committees. Also, a proposal for an evening high school was prepared by the project director and three staff members of Caldwell Community College. This proposal became an addendum to the proposed career education model.

Training activities were accomplished through a two-week workshop which was conducted by the project staff and consultants. Participation in the workshop was voluntary. Eighty-seven percent of eligible school personnel took part in the workshop.

The stated purpose of the workshop was:

> To provide teachers in the participating schools with assistance in methods and procedures for developing career information material through individualization and humanization of the curriculum. (Waters, 1972, Appendix 3)

Program areas included "Career Outlook in Other Communities", "Teacher Directions in Aiding Students for Career Decisions", "Implementation of Humanization in the School", "Teacher-Made Materials for Individualized Instruction", "Career Education in North Carolina", "Students are Human", and "Career Outlook in the School Community". Following the program each day, career education seminars were held in childhood education, junior high school education, and secondary school education. Consultants who held sessions were from Appalachian State University, Boone, North Carolina; Division of Human Relations, North Carolina State Department of Public Instruction; Watauga High School, Boone, North Carolina; Valle Cruces School, Watauga County, North Carolina; Boylan Heights Elementary School, Raleigh, North Carolina; and the Executive Director of the North Carolina State Advisory Council on Vocational Education. Advisory Committee members from five local businesses, industries, and civic clubs conducted the session on "Career Outlook in the School Communities".

Upon conclusion of the workshop, the project staff began final preparations for the opening of school. Activities during this time included acquiring instructional materials, meeting with faculties of the target schools, and holding local advisory committee meetings. An orientation session for the faculty at Caldwell Community College and Technical Institute concluded the activities of the project staff during Phase II.

PHASE III: IMPLEMENTATION ACTIVITIES

The implementation phase focused on the actual installation of the activities planned in the previous phase. Here, the coordinators divided their time between supervising and assisting classroom teachers and developing and securing materials related to career education. Coordinators also assisted teachers, when requested, with arranging and conducting student field trips and arranging for local resource people to meet with students. The project staff also contacted news media and made presentations at civic and professional meetings in order to disseminate information about the project. The project director also focused on administrative tasks and consulting with the Executive Committee of the State Advisory Board.

An important implementation activity was the opening of the night high school at Lenoir Senior High School. The purpose of the evening program was to serve youth under 21 years of age who had recently withdrawn from the schools of Caldwell County. In addition to the standard high school equivalency program, the program stressed career education, vocational counseling, job placement, and job development. The evening program was conducted by a director, one counselor, a lead teacher and two assistant teachers.

Several activities and approaches serve to highlight the efforts of the project. The most significant of these efforts at all levels were (1) the utilization of resource speakers by teachers, (2) class and small group field trips to sites of student interest, and (3) the dissemination to students of career information through career games and career materials.

It should be noted that the guidance function was incorporated into the program at all levels. At the elementary level, career-oriented guidance rooms were established in the two target elementary schools. Students worked individually or in small groups with materials designed to increase their career awareness and produce positive self-concepts. In the middle grades, the guidance program was designed to identify potential dropouts and provide students with remedial learning experiences. Career counseling was provided for students in small group sessions. Students' career interests were identified and activities such as field trips, films and resource speakers were scheduled to assist students in determining career interests. Similar activities were conducted in a more intensive and detailed fashion for students at the secondary level.

Several innovative programs were established as a result of the project. Among these were:

(1) A furniture co-op in which students work one full week in a local furniture plant and attend academic classes the next week, alternating throughout the year.

(2) A shadow program in which the student shadowed or followed for one day a person working in an occupation that the student was interested in pursuing.

(3) "Minimesters" in which classes were suspended for two weeks and students given the opportunity to attend short courses in areas of their interest

(4) Nine-week special interest courses conducted during study halls for students with special interests.

A final implementation activity that was important involved the development and installation of a placement service. The task of this service was to assist all students in selecting and making necessary adjustments in preparing for careers which would insure placement upon leaving school in a job and/or additional education.

TIME SCHEDULE

The purposal for this project was developed by Jesse S. Clemmons and Fred W. Manley of the North Carolina Occupational Research Unit. The proposal was developed at the request of the State Director of Occupational Education. Specifically, North Carolina's expenditure of the U. S. Commissioner of Education's discretionary funds of Part C (of the 1968 Vocational Amendments) was sought. Thus, a document entitled "A Proposal to Establish and Evaluate a Model for a Comprehensive Career Education Program in North Carolina" was submitted on October 18, 1971. After negotiations, the time frame for the project was set for January 1, 1972 to December 31, 1973.

The State Board of Education created the "State Advisory Board" for the Caldwell County Career Education Project on November 5, 1971. This Board was to assume the administrative directorship of the project.

The sequence of project activities outlined in the proposal were as follows:

(1) The project director will be employed effective January 1, 1972. The duties of this director will include coordinating the efforts of all components, planning for the evaluation of the project, and providing overall leadership and direction for the project.

(2) Component coordinators will be employed effective January 1, 1972, to direct the efforts of each component of the project.

(3) The director and coordinators will intensively investigate the literature relating to career education and visit on-going career education related projects or activities in other locations.

(4) The director and coordinators will orient teachers, counselors, students, administrators, and parents to the concept of career education.

(5) The director and coordinators will carefully select a group composed of teachers, parents, counselors, administrators, and students to serve as advisors and reactors in the development and implementation of the components of the career education program model.

(6) The coordinators will identify promising approaches and materials to be used in the program.

(7) During April - May, 1972, a limited try-out of promising approaches and materials will be made by a selected group of teachers and counselors.

(8) During early summer, 1972, the director and coordinators will develop a working outline of the complete career education program model and employ needed additional staff.

(9) During late summer, 1972, the project staff will hold a two-week workshop to explain the career education concept to all teachers and counselors.

(10) During the workshop, the teachers and counselors will refine the proposed program, if necessary.

(11) The project staff in conjunction with third party evaluators, will develop a scheme for evaluating the project.

(12) The project will be operated in its developmental stage from September, 1972 through December, 1973. Continuous development and refinement will occur after the initial phase.

(13) The project staff will analyze the evaluative data, revise and refine the program, and prepare a final report.

(14) The director will be responsible for the preparation of a report which will include all salient aspects of the program model.

This report will be of such quality that it can serve as a guide for establishing career education programs in other locations in North Carolina.

(15) The project director will be responsible for all necessary reports to State and Federal agencies. (Clemmons and Manley, 1971, pp. 2-3).

POPULATION

Three criteria were employed by the project staff and the local administrative units in the selection of target schools for involvement in the Career Education Project. They were:

(1) the availability of adequate facilities;

(2) the interest of the school faculty and administration; and

(3) the extent to which the organizational patterns of the school lent themselves to the implementation of a comprehensive career education program.

The three schools selected from the Caldwell County Public School System were: Collettsville Elementary (K-8), Gamewell Elementary (7-8), and Gamewell-Collettsville High School (9-12). During 1972-73, these schools employed a total of 56 teachers and had a student population of 1,406 pupils.

Lenoir City Public Schools also had the following schools involved in the project: West Lenoir Elementary School (1-6), Lenoir Junior High School (7-9), and Lenoir Senior High School (10-12). During 1972-73, these schools employed 63 teachers and had a student population of 1,260 pupils.

To complete the comprehensive nature of the proposed project, the Caldwell Community College and Technical Institute (13-14) was selected as a target school. During 1972-73, it employed 37 teachers and had a student population of 900.

Thus, the project was implemented in seven different schools involving three autonomous administrative units (Caldwell County Public Schools, Lenoir City Public Schools, and Caldwell County Community College and Technical Institute). The project was to have direct contact with 156 teachers and 3,556 students.

EVALUATING THE ESTABLISHED MODEL

Evaluation of the model focused on the mission of career education. Thus, evaluation was based on the extent to which the activities were provided whereby all students would have opportunities to develop understandings of the possibilities for employment, and to build and strengthen knowledge acquired throughout educational experiences.

By its nature, "mission" accomplishment -- as stated here -- was not susceptible to rigorous statistical analysis. This is not to say, however, that evaluation was completely impossible. Acceptance of the "social worth" of such objectives as to "stimulate student understanding of the need for positive work attitudes" or "to develop appreciations and understandings of democratic values which are inherent in our free enterprise system" points to the need for activities designed to attain the objectives. Thus, evaluation was based on the extent to which viable and pragmatic activities aimed at accomplishing the objectives were identified and implemented. In addition, personnel expressed acceptance of the model was considered to be an important aspect of the evaluation. Evaluation of the "transportability" of the model was based on the judgment of the on-site evaluation team and selected administrators.

CHAPTER IV

PROCEDURES SUGGESTED FOR ESTABLISHING A COMPREHENSIVE CAREER EDUCATION PROGRAM

The effectiveness of a career education program will be dependent - to a large extent - on how well the personnel charged with establishing the program are able to delineate the relationships between "community characteristics" and "program objectives". That is, program objectives should be stated in terms that are meaningful to those which the program is to serve. It is suggested that program objectives be derived from a "community needs analysis". For example, the Caldwell Project incorporated the objectives of "reducing high school drop-out rates" when it was learned that the drop-out rates in Caldwell County were among the worst in the state. Also, the objective to "implement a job placement service" for students was initiated due to needs analysis findings which indicated that many students wanted a part-time job. It should be noted that administrators interviewed unanimously attributed the drop-out rate reduction to job placement service success. It can thus be seen that the objectives of a comprehensive career education program are interrelated and that attaining a given objective might very well contribute to the attainment of other objectives.

Establishing a comprehensive career education program should thus be based on a community needs analysis. It is suggested that community needs might best be analyzed by utilizing two sources of data. First, general information about the demographic characteristics of the community can be obtained from United States Bureau of the Census publications. Such characteristics include age, sex, race, level of education, income, occupation (i.e., industry, service, government, etc. types of occupations), and residence (i.e., rural, rural nonfarm, or urban) distributions.

A second source of data for a community needs analysis is surveys. For example, a survey of community businesses should be useful in identifying available careers (and should also be useful in developing business leaders' support of the career education program). Also, a survey of community leaders (and leaders from all socioeconomic strata) should help in the identification of community perceived career educational needs (and should help develop these leaders' support of the career education program).

It is possible that surveys will point to an incompatibility between available careers (as stated by business leaders) and community perceived career educational needs (as stated by members of given socioeconomic strata). For example, personnel of the Caldwell Project found that textile industry leaders felt that textile careers would be available to many students. However, community members in general did not perceive a need for focusing on textile related career education objectives. It was felt that the discrepancy between these needs was due to the stigma attached to such work. This discrepancy pointed to the need for a program objective directed at bringing about student awareness of the value and dignity of all work.

The statement of program objectives should thus be based on addressing needs which take community characteristics into consideration. Objectives that are not meaningful to the community are not likely to be attained. Objective attainment is directly related to understanding the social milieu in which the program is to function. Such an understanding precludes the use of objectives which "should" be included in all career education programs.

Finally, the establishment of an effective comprehensive career education program is predicated on a "meeting of minds" between members of Federal Project Staff, and Local Community Committees as to program funding. This important aspect is actually a corollary to the previously developed notion that program objectives should reflect local community perceived needs as well as Federal (i.e., the encompassing social system) objectives. Here, the project staff should focus on establishing communication channels between Federal and Local funding committees in order that positions and limitations might be well understood. This is essential if funding problems are to be dealt with in an effective manner.

THE CAREER EDUCATION MODEL

The development of a career education model is required before a program can be established. The model provides a theoretical projection of a possible system of human (career educational) relationships. That is, it provides a set of plans from which the program can be established.

The form that a career education model will take is dependent on philosophical considerations and learning priorities derived from learning theory in conjunction with the community needs analysis. Philosophical concerns focus on a critical examination of the grounds for fundamental beliefs and an analysis of the basic concepts employed in the expression of such beliefs. From such considerations, a statement of philosophy should be articulated. For example, the Caldwell Project offered the following statement of philosophy.

> We believe that career education in the Caldwell Community should provide an educational environment of stimulating learning experiences for every student to the extent that he develops to the fullest his talents for living, learning, and working.
>
> A basic assumption underlying the career education concept in the Caldwell Community is that by increasing the relevancy of the school environment, through the implementation of stated goals and objectives, achievement in all disciplines will be enhanced.
>
> A second basic assumption is that the transportable aspect of career education will reside in a working model of the process of infusing career education throughout the curriculum, rather than residing in a specific packaged curriculum guide. (Proposed Career Education Model for Caldwell County Schools: K-14, 1972).

As stated above, the form of the career education model is also dependent on learning priorities derived from learning theory in conjunction with the community needs analysis. For example, the Caldwell Project delineated learning priorities within a framework proposing that the career education process involved moving from career awareness, to information, to exploration, to preparation, to advancement (or specialization). This framework was derived - for the most part - from learning theory. The community needs analysis pointed to two additional activities which a comprehensive career education model (for the Caldwell Community) should include. These were: a program to reduce high school dropout rates; and a career placement service for students.

A career education model must, of course, be developed before a program can be planned and implemented. It has been suggested here that the specific form that a model takes should reflect a detailed analysis of the relationships between philosophical considerations, learning theory, and community needs.

Establishing a comprehensive career education program is not a lockstep procedure. That is, it cannot be said that there are three, four, or any given number of stages that one can - or must - follow in order to establish a program. However, for purposes of analysis - and clarification - it is here suggested that it is useful to view the process as involving three phases. The remainder of this chapter will deal with these phases.

PHASE I

The first phase in establishing a comprehensive career education program involves what might be most appropriately referred to as "start-up activities". Upon authorization to establish a program, a project director should be appointed. Start-up activities should be carried out - for the most part - by the project director.

Candid communication between the project director and advisory board members is of paramount importance. The need for such communication becomes obvious when it is realized that the criteria selected for program evaluation must "make sense" to advisory board members if the program is to survive. In brief, the shortcomings of traditional research methodology point to the need for honest and open discussion of evaluation techniques. This problem was succinctly stated and resolved by Daniel L. Stufflebeam's statement that "When a technique continually produces findings that are at variance with experience and common observation, it is time to call that technique into question." (p.7) (NOTE: Fortunately, educational decision-makers have not - in general - been sidetracked by statistical evaluation reports. Otherwise, programs such as the Higher Horizons Project in New York City, which was considered excellent by everyone - i.e., administrators, teachers, parents, and children - on the basis of experience, would have been eliminated by the statistical evaluation findings).

An early task to be faced by the project director involves the development of commitment to the program by community school board members and administrators. Such commitment is required if the program is to get off the ground.

Another early task faced by the project director involves the identification of target schools. A major consideration in selecting target schools should be the principals' attitude toward the concept of career education. The importance of the principal of each target school demonstrating a positive attitude toward career education cannot be overemphasized. For example, the principals interviewed at the Caldwell Project target schools unanimously agreed that the attitude of the principal was directly associated with teacher attitudes.

Another start-up activity involves interviewing prospective project personnel. The project coordinators should be selected by the project director after consultation with the advisory board members. Other staff members should be selected - in turn - by the appropriate coordinator and the director, after consultation with board members.

An important aspect of Phase I is the establishment of open and acceptable lines of communication between project personnel and cooperating community, state, and Federal agency personnel. Such communication is necessary if project personnel are to take advantage of the experience and expertise of agency personnel. Moreover, consulting with agency personnel makes for mutual improvement of commitment or "we-ness" feeling regarding the attainment of project goals.

A major early focus of Phase I should be the development of a career education model. This task should be faced by the project director and other project personnel while consulting with board members and cooperating agency personnel. The development of a model is predicated on a statement of philosophy. Feedback from all sources is necessary if the statement is to reflect a critical examination of the grounds for fundamental beliefs and an analysis of the basic concepts employed in the expression of such beliefs. In addition to a statement of philosophy, the project director and other personnel should undertake a review of the literature related to career education. Finally, the "community needs analysis" should be utilized in developing a career education model. Thus, a career education model represents - in effect - a synthesis of three tasks. They are: (1) a statement of philosophy; (2) a review of related literature: and, (3) a community needs analysis. A career education model is thus a framework that depicts the relationships between "what is", "what can be", and "what ought to be".

A related start-up activity entails visiting other career education projects. This activity is useful in that it brings to light unanticipated problems. In addition, such visits provide experiences which should be helpful in solving problems and articulating program objectives. Visitations should be made throughout Phase I. The selection of project personnel and the development of a career education model will be aided by visitations.

A final start-up activity entails "legitimizing" career education in the community. This activity is of utmost importance. The most well developed career education model is doomed without community support and acceptance or legitimization. No amount of project personnel commitment will offset community rejection of the program. Thus, it is important that project personnel focus on describing and explaining the model to the media (i.e., newspapers, radio, and television) and civic organizations (e.g., Kiwanis, Lion, Business and Professional Women, PTA, etc.).

The legitimization of career education in the community is necessary if the essential ingredient of "community involvement" is to be had. Thus, Phase I activities also include the attainment of community involvement in the career education program.

In summary, Phase I of establishing a comprehensive career education program involves "tooling up" in the sense that personnel are hired, a model is developed, and community acceptance is sought. This phase includes - but is not necessarily limited to - the following activities:

(1) Board members (or those responsible) hire project director

(2) Attaining commitment by school board to the program

(3) The identification of target schools

(4) Interview and hire project personnel

(5) Consult with cooperating community, state, and Federal agency personnel

(6) Develop a career education model (from statement of philosophy, review of literature, and community needs analysis)

(7) Visit other career education projects

(8) "Legitimize career education in the community (through mass media and speaking at civic clubs)

(9) Attain community involvement in the program

PHASE II

After completion of start-up activities, the next phase in establishing a comprehensive career education program might be referred to as "planning and trainig activities". Planning includes stating objectives that should be attained by referring to the model developed in Phase I. That is, desired ends are stated as specifically as possible to reflect the "letter" of the developed model without violating the "spirit" of the model. It is here suggested that discrepancies arising due to the impossibility of stating observable behavioral objectives that reflect the general "spirit" of the model be resolved by opting for the more general statement. That is, focusing on strictly observable objectives limits the scope of possible activities to the point that objectives will not reflect desired outcomes derived from any model based on a synthesis of philosophy, related research, and community needs.

Training activities are a part of Phase II. These activities should be carried out - for the most part - by the project director and staff. Training is directed mainly at target school administrators and teachers. For example, a two week teacher workshop was conducted by the Caldwell Project staff to:

> " ... provide teachers in the participating schools with assistance in methods and procedures for developing career information material through individualization and humanization of the curriculum." (Waters, 1972)

The planning aspect of Phase II is based on an elaboration and specification of the career education model developed in Phase I. For example, the model developed by the Caldwell Project staff delineated seven components, which were: (1) Career Awareness; (2) Career Information; (3) Career Exploration; (4) Career Preparation; (5) Career Specialization; (6) Career Guidance and Counseling; and, (7) Career Information, Placement, and Follow-up. The thrust of components one through five was on "infusing" the career education concept into a conventional educational system, such as the one that existed in Caldwell County. The sixth component (Career Guidance and Counseling) focused on interlinking and unifying the entire project. The seventh component (Career Information, Placement, and Follow-up) served not only for model closure, but also provided a point of departure for dealing with two very important aspects of the program which were identified as a result of the community needs analysis. The two aspects were: (1) a night high school program was established to reduce high school drop-out rates when it was discovered that Caldwell County had a disproportionately high rate of high school dropouts; and, (2) a career placement service was established when it was discovered that many high school students wanted to work part-time. (It should be noted that the success in reducing dropout rates was attributed to both the night high school and to the placement of students in part-time jobs.)

The point here is that planning activities involve the development of programs aimed at attaining ends that are compatible and in general agreement with those of the model developed in Phase I. It is here suggested that planning should focus on the model and should include the following for each component: (1) a mission statement - i.e., a statement as to the specific task to which a component should be addressed or with which the project staff is charged; (2) The specification of objectives - i.e., a statement of those outcomes which are thought to be necessary for mission accomplishment; and, (3) a statement of recommended activities - i.e., statements of educational procedures designated to stimulate learning by firsthand experience which will result in objective attainment and, thereby, mission accomplishment.

It can be seen that Phase II planning is a deductive process by which the career education model developed in Phase I is "operationalized". That is, planning in this phase involves developing ways to apply the model to a real world situation. Planning here involves moving from the general tenets of the model to a more specific plan of action in order that model implementation might occur. Of course, specific plans should always be made with one eye on the model.

Another planning activity involves the identification and acquisition of materials needed for program implementation. Here again, real world constraints - such as budget limits, warehouse space, and teacher preference - will affect the extent to which materials will contribute to program success. Staff members, target school administrators, and teachers should participate in material identification.

The training of target school administrators and teachers is a very important Phase II activity. As previously mentioned, administrators interviewed at the Caldwell Project unanimously agreed that the attitude of the head administrator was directly related to teacher attitudes toward career education. This points to a need for emphasizing the development of positive attitudes in administrators. It is here suggested that a series of seminars for administrators and appropriate project personnel be planned. These seminars should focus on "ironing out" misunderstandings about the model, establishing rapport between project staff members and school administrators, and the general development of attitudes, values, and skills deemed necessary for program success. Above all, it is important that administrators understand that the purpose of the career education program is not to "take over" the school, but is, instead, to "bring to life" the conventional curriculum by infusion, the provision of guidance and counseling, and the provision of such things as a night high school program and a job placement service.

Once school administrative cooperation is attained, the focus of training should shift to teachers. Thus, the need for teacher workshops is of great importance. Here again, the need for positive teacher attitudes cannot be over-emphasized. It is suggested that a two week teacher workshop be offered for participating teachers. The purpose of the workshop should be to acquaint teachers with the career education model and to offer training in methods and procedures to be used in program implementation. For example, the teacher workshop developed for the Caldwell Project dealt with the following program areas: (1) Career Outlook in Other Communities; (2) Teacher Direction in Aiding Students for Career Decisions; (3) Implementation of Humanization in the School; (4) Teacher-Made Materials for Individualized Instruction; (5) Career Outlook in the School Community; (6) Career Education in North Carolina; and (7) Students are Human. Following the program each day, career education seminars were held in childhood education, junior high school education, and secondary school education. Consultants for each session were from a local university, the State Department of Public Instruction, regional high schools, the State Advisory Council on Vocational Education, and local businesses, industries, and civic clubs.

Communication between project staff members and local advisory committee members is an important Phase II activity. Advisory committee members should be consulted continuously. Members of advisory committees provide the best communication lines between the schools and the community. Members should include people from industry, business, and the professions, in addition to parents and teachers. These committees should serve in a counseling and consulting capacity for the Career Education Project. Moreover, committee members should assist teachers in: planning activities which will be of interest and value to students; revising the program to meet the changing needs of students preparing for the world of work; developing and conducting a good public relations program; and, developing a community resource list. Finally, advisory committees should assist in evaluating the Career Education Project. Such evaluation should be continuous and aimed at ascertaining the extent to which the program is meeting the needs of students.

A final activity of Phase II is actually a continuation of an activity begun in the previous phase. That is, meetings and on-site visits with local businesses and industries should remain as a high priority activity throughout the program establishment process. These activities serve two useful purposes. First, they provide an ongoing means by which to maintain - and increase - the legitimacy of the career education program. Secondly, such meetings and visits should prove to be an invaluable aid to personnel responsible for the development of workshop materials. For example, a furniture manufacturer in the Caldwell community donated several "knock-down" furniture models which were useful in showing students how furniture is assembled. This act not only provided workshop materials, but also indicated that the industry felt that the career education program was worthwhile (and thereby "legitimated").

In summary, Phase II of establishing a comprehensive career education program involves planning project activities and training directed as presenting the career education concept and how it might be implemented. Included in this phase are the following activities:

(1) For each component of the model, develop a mission statement, specific objectives, and a statement of recommended activities.

(2) Identify and acquire materials needed for program implementation.

(3) Plan and implement conferences and seminars for administrators of the target schools.

(4) Plan and implement workshops for teachers at the target schools.

(5) Maintain communication and consultation with local advisory committees.

(6) Continue meetings and on-site visits with local businesses and industries.

The activities are not mutually exclusive. For example, it is important that administrators and teachers be "trained" by participating in "planning". That is, activities 3 and 4 above involves administrators and teachers engaging in activities 1 and 2.

PHASE III

The activities of Phase III focus on the actual installation of activities planned in the previous phase. This final phase represents the raison d' etre of the two previous phases in the sense that the model is "brought to life" in a real world situation. Thus, implementation activities are - in effect - a test of the "goodness of fit" between the model developed and the actual situation that exists in the community.

During this phase coordinators should divide their time between supervising and assisting classroom teachers, and developing and securing materials related to career education. Coordinators should also assist teachers, when requested, with arranging and conducting student field trips and arranging for local resource people to meet the students. Dissemination of project information should also be carried out by the project staff through the news media (radio and newspapers and presentations at civic and professional meetings.

During this phase the project director should spend a great deal of his time handling administrative matters and consulting with Advisory Board members. For example, there will be a need - throughout the implementation phase - for a continuous review of goals and objectives.

Such reviews should focus on "formative" evaluation. Formative evaluation represents an attempt to delineate, obtain, and provide useful information for judging decision alternatives which would lead to program improvement. Thus, planning continues throughout the project in the sense that there should be an ever-present concern with the discernment of means that will increase program success.

Phase III activities thus focus on the "ironing out" of problems that arise during the period when the career education program is in operation. There is no way to state a definitive list of tasks that must be faced during this period. The nature of problems that arise will be determined - to a large extent - by the career education model developed in Phase I. That is, implementation activities should reflect an attempt to align the model visionary concerns about "what ought to be" with program limitations which require a concern for "what can be". With this in mind, it should be useful to present a general overview of some of the implementation activities that highlighted the efforts of the Caldwell Project.

The Caldwell Project implementation activities focused on three major concerns. These were: (1) infusing career education into grades K-12; (2) reducing high school drop-out rates; and, (3) providing career guidance at the secondary and postsecondary levels.

(1) Infusing Career Education into Grades K-12

As previously mentioned, principals interviewed at the Caldwell Project unanimously agreed that positive teacher attitude was essential to program success. One principal at a first through sixth grade school stated that he told his teachers "You're already doing many of these things. Lets try to expand." He stated that his teachers were especially pleased with field trips and subsequent student reports (both oral and written).

Specifically, the "infusionary" aspect of the career education program was lauded. For example, the principal enthusiastically told of one field trip - by fifth graders - to the county court house. The judge saw the students as they entered the courtroom and requested that the students be seated at the front. Upon calling a one hour court recess, the judge requested that the students remain. For over thirty minutes the judge talked to the students about our legal system. The teachers and principal felt that this trip provided a learning experience that could not be duplicated by classroom activities alone. Moreover, it was agreed that subsequent oral and written student reports reflected the effects that student enthusiasm can have on academic performance.

Another example of the worth of field trips involved a visit to a local furniture factory. Again, student interest was high and factory management was enthusiastic. Following the visit, company officials produced and donated several models of "knock down" furniture which students used to learn about how furniture is constructed.

One final example will point to the usefulness of resource people in infusing career education into a conventional school situation. An elderly architect was asked to visit a class of fifth graders and discuss his career. He arrived prepared to tell the students what an architect does. Student questions about architecture impressed him so much that he requested an additional visit to show the student architectural tools, plans, specifications, etc. Again, student reports reflected improved academic performance.

The Caldwell Project implementation activities which focused on infusing career education into the conventional K-12 grade school situation represented an attempt to operationalize the model developed in Phases I and II. Principals and teachers interviewed were asked to state their evaluation of the program. Three program outcomes were stated over and over. These outcomes were: (1) The career education program contributed to positive changes in students "self-images" and students perceptions of the worth of all work. (2) As a result of the career education program, the schools were "closer" to the community. (3) As a result of the program, teacher attitudes toward career education had improved.

(2) Reducing High School Drop-out Rates

During the planning and development stage of the Caldwell Career Education Program, an extremely high drop-out rate was found in Caldwell County schools. The rate at that time (1972) was approximately 47%. It was decided that one of the prime objectives of the Career Education Project would be to reduce this rate to a reasonable level. Implementation activities focused on stimulating student interest by making school more relevant, involving the business and industrial community, and expanding the classroom to include the community, county. and region.

One example of an Extended Day School (i.e., Night High School) implementation activity involved the establishment of a sound relationship with the Caldwell County Juvenile Court. The court supported the objectives of the high school program and was generally willing to assist in working out programs whereby youthful offenders might pursue high school credits.

Another high school implementation activity involved establishing "co-op" programs with the local business and industrial community. Co-op programs provided a means by which students might complete high school while simultaneously acquiring "on the job" training. Students participating in the high school program were provided with time flexibility in that credits could be earned at either the night school or a conventional community high school.

During the first two years of the program, 110 students graduated from the night high school. In addition, 62 students returned to their original high school after making up work at the night high school. It was generally agreed that these results should be attributed to the relationship established with the Juvenile Court, the establishment of co-op programs with the local business and industrial community, and the time flexibility allowed by offering day or night class attendance.

As a result of these activities over a two year period, the target schools reported the following reductions in drop-out rates: (1) Lenoir Junior High School - from 28 to 6 or a 78% reduction: (2) Lenoir Senior High School - from 44 to 31 or a 30% reduction: (3) Gamewell Junior High School - from 14 to 6 or a 57% reduction; and, (4) Gamewell-Collettsville High School - from 62 to 46 or a 29% reduction. It should be noted that reorganization at Lenoir Junior High School contributed to its large drop-out rate reduction rate. Through reorganization this school lost its entire ninth grade class. By the same token, it should be noted that Lenoir Senior High School gained a complete ninth grade class and still reported a 30% reduction in drop-outs.

Three Caldwell County senior high schools were not included in the target schools and thus did not participate in the project high school program. These three schools reported the following increases in drop-out rates during the same period of time: (1) Hudson High School - from 129 to 164 or a 27% increase; (2) Hibriten High School - from 90 to 113 or a 25.5% increase; and, (3) Granite Falls High School - from 47 to 66 or a 40% increase.

It should be noted that the drop-out rate reduction cannot be attributed - in a strict methodological sense - to the career education program. That is, there is no way to know that the program "caused" drop-out rates to decrease. However, it was generally agreed that a conclusion of no relationship between the high school program implementation activities and drop-out rate decreases would be at variance with experience and common observation. Therefore, any conclusion of "no significant differences" in drop-out rate changes of target schools and non-target schools would be doubted in the sense pointed out by Stufflebeam's, et.al. statement that "... if comparative studies do not show significant differences, it seems more reasonable to doubt the validity of the method than to suggest either that the alternatives do not differ in effectiveness or that there is no point to asking that question anyway (which certainly begs the question)." (Stufflebeam, et.al., p. 7).

It was generally agreed by target school administrators and the project staff that positive changes in teacher attitudes, teaching method changes, and community involvement contributed to drop-out rate reductions in the target schools. Thus, it is here suggested that high school program implementation activities focus on bringing about positive teacher attitudes, better teaching methods, and community commitment to program goal attainment.

(3) Career Guidance at the Secondary Level

(A) Guidance at the Secondary Level

It was the responsibility of the career counselor to help students as they made career decisions. The counselor worked with students who were totally undecided about their future as well as students who had made definite career plans.

Burl F. Duncan, the career guidance coordinator for the Caldwell Project, was in charge of implementing the guidance program. The following outline reflects the basic activities found to be effective in attaining the goals of the career guidance program. These activities are not necessarily in order of importance, although each contributes to the fulfillment of guidance program obligations to each student.

(i) Faculty Participation

It is absolutely essential that a career guidance program operates in an atmosphere of cooperation. enthusiasm, and commitment, if the program is to be effective. Thus. the attitudes of all school personnel is of prime importance. The counselor cannot compensate for faculty alienation. Activities should focus on bringing about faculty willingness to infuse career orientation into the curriculum.

(ii) Conferences

(a) Principal - The counselor should keep the principal advised and up to date on all planned career guidance activities. It is important that this line of communication be kept open at all times.

(b) Teachers - Discussions relating to career guidance activities should be held periodically with each teacher. Assistance should be offered for any career education activity (e.g., arrangements for field trips. resource speakers, etc.).

(c) Students - Career exploration and determination can be most effectively accomplished through individual and/or small group counseling. Students should be allowed to see the career counselor at any time during release periods or study halls.

(iii) Class Visits

The career counselor should make class visits in order to emphasize the importance of career planning. During these visits the following activities are suggested: (1) Career questionnaires designed to reflect occupational preferences should be obtained from each student: (2) General interest surveys could be administered: (3) Career films and related audiovisual material should be utilized: and, (4) assistance should be provided through such activities as helping students with career term papers and working with the entire class in determining possibilities for the use of field trips and resource speakers.

(iv) Placement Service

(a) Educational Placement

The career counselor must be in a position to assist students in selecting and in enrolling in post-secondary educational programs. It is suggested that this might be most efficiently accomplished through correspondence requesting information admissions requirements, financial aid, school catalogues, etc.

(b) Employment Placement

Employment counseling is more complex than educational placement. It is suggested that the following job placement activities will contribute to program success: (1) Obtain Personal Data Sheets on all students in order to obtain an indication of the extent to which students express interest in full-time and part-time employment (see Appendix B): (2) Contact business and industrial leaders - (NOTE: It is suggested that only one counselor contact these leaders. This counselor should prepare a file to be used by other counselors. The file provides a means to avoid duplication of effort and excessive consumption of the business and industrial leaders' time. Such contacts may be made by phone or by visits.); (3) Recontact students and attempt to match job availabilities with job preferences; (4) Utilize introductory or referral cards when sending a student for an interview (see Appendix B); and, (5) Maintain files that provide an adequate record of (a) employment availabilities, (b) names of students interested in employment, and (c) placements.

(v) Potential High School Drop-Outs

It is suggested that the career counselor consider the following types of information as he attempts to identify potential drop-outs: (1) achievement test scores (especially scores on reading tests); (2) family history of dropping-out (i.e., grades completed by parents and older siblings); (3) marital status of parents; and (4) parental apathy and socio-economic status.

It is also important that career counselors assist with the high school program implementation activities. It is suggested that the career counselors carry out the following activities: (1) contact the drop-out at work or at home to encourage and assist in night school enrollment or re-enrollment in high school; (2) provide personal attention for each drop-out through home visits and individual counseling; and (3) provide individualized instruction for each drop-out in order that deficiencies might be decreased.

(vi) Curriculum Recommendations

The career counselor should present his curriculum recommendations to the principal or school board. Such recommendations should focus on delineating courses of action aimed at providing effective programs for exceptional, vocationally-oriented, and academic-oriented students.

(vii) Facilities

An effective career guidance program should have facilities that provide a good counseling setting. That is, the facilities should provide an atmosphere that is conducive to relaxed and confidential discussion.

(viii) Follow-up

A student questionnaire designed to indicate student perceptions of the effectiveness of school functions, curriculum, and career activities should be sent to all graduated seniors. It is suggested that the best time to do this would be shortly after the fall term begins. In this manner, responses could be tabulated and results or suggestions incorporated in activities of the new school year.

It can be seen that the focus of the career guidance program activities was on providing a comprehensive placement service for secondary level students. It was generally agreed that the guidance program contributed significantly to the success of the Project High School Program. That is, many dropouts were provided with a part-time or full-time jobs while being simultaneously encouraged and assisted in night school enrollment.

It was unanimously agreed that the employment placement activities of the career guidance program were successful. For example, during the 1973-1974 school year there were 134 students who expressed an interest in employment placement assistance. Of this number, 65 or 48.5% were placed in either full-time or part-time employment. Twenty local industrial and business firms utilized the Project Employment Placement Service.

One final contribution which the Career Guidance Program made to the success of encompassing a comprehensive career education program should be noted. According to all administrators and teachers interviewed, the Career Guidance Program had a positive effect on teacher attitudes toward career education. The improved attitudes were attributed to the demonstration that the objectives of career guidance are not at odds with the objectives of the conventional school. To the contrary, the previously mentioned relationship between drop-out rate reduction and employment placement success indicates that conventional school objectives and career guidance objectives are not only compatible, but indeed, mutually beneficial.

(B) Activities at the Postsecondary Level

The major activities included the development and operation of the evening high school; the development of a personalized approach to instruction in selected subject areas; the implementation of the concept of congnitive style mapping and its relation to instruction and guidance; the implementation, operation, and evaluation of a computerized vocational information system; the development and implementation of minicourses; a workshop designed to improve advisor-advisee relations; and the development and implementation of a student orientation program.

The evening high school was designed to serve individuals who for one reason or another had not experienced success in the public school setting, complete the work for a specific high school diploma or the high school equivalency diploma. Vocational courses of an introductory nature were also available for these students. The emphasis in this program was on the worth and dignity of each individual and the need for him to obtain the skills necessary to open educational and/or alternatives not presently available to him.

Programs of a personalized nature were developed and implemented in the areas of English, Mathematics, Accounting and Sociology. Faculty members reorganized course content, identified multiple teaching and learning strategies, produced and/or identified appropriate materials and later incorporated the concept of cognitive style mapping in the matching of learners and learners' styles to teaching strategies. The concept of identification of student learning styles (cognitive style mapping) was studied and the procedures for testing implemented. Incoming freshmen are now given the cognitive style mapping test. The results are discussed with the student and are also made available to the individual's instructors. Some instructors are now utilizing this information in planning their teaching strategies. The review of the test results with the student has provided an excellent vehicle for improving student-counselor relationships.

The concept of providing career information to high school students through the use of a computer was studied, using a system called the Computerized Vocational Information System (CVIS). A computer terminal was placed in target high schools and connected to a large computer via telephone lines. Students were able to explore major categories of careers as well as determine the specific nature of occupations, the skills, and education needed for successful performance of the job.

Minicourses of a vocational and avocational nature were designed to help provide students with a saleable skill while working toward the completion of their college work. The avocational courses were designed and offered as an attempt to broaden the information base of the students.

The advisor-advisee workshop was designed to improve the skills of advisors in their work with advisees. This included not only academic advisement but also the human relations aspect of advisement. The workshop activities included an approach to humanizing all aspects of the students' college experience.

One of the major components of the project was the development and implementation of a freshman orientation program. The program consisted of four major functions which were: Welcome to the college, providing an opportunity for key administrators and new students to meet and become acquainted with one another; Advisory Group meetings, in which students and advisors planned programs and worked out problems that may have occurred during the orientation process; Library Orientation, providing a brief overview of the library functions and an opportunity to meet the library staff; Career Exploration, where students were given an opportunity to learn something about each of the major programs offered at Caldwell Community College and Technical Institute. Advisors and their advisees formed the basic orientation groups. The advisor and his advisees were scheduled to stay together throughout the orientation period thus building a bridge or link between the advisor and the advisees. It was felt that establishment of a positive advisor-advisee relation at the beginning of the year might eliminate problems relating to students regarding the possibility of their dropping out as the year progressed.

Each of the components described was evaluated both from a formative and summative viewpoint. In general, the overall evaluation of the project was found to be positive but there were recommendations for improvement and change which will be incorporated as the various components are further implemented.

In conclusion, it should be reiterated that the form of Phase III implementation activities will be determined - to a large extent - by the career education model developed in Phases I and II. Implementation activities will vary according to the objectives and goals of a given career education model. Thus, it is impossible to delineate an exhaustive list of activities that must be addressed during the implementation phase. Moreover, the program implementation task is ongoing and requires that staff members constantly utilize feedback to make "formative evaluations" that will lead to adjustments aimed at increasing the likelihood that program objectives will be attained.

CHAPTER V

EVALUATION

The conceptions and operations that have been called "evaluation" by educators and social science methodologists have not been adequate to meet contemporary evaluation needs. Attempts to utilize the traditional "scientific method" have focused on evaluation based on observable outputs. This approach to evaluation has been subjected to severe citicism by practicing educators. The criticism has pointed to such shortcomings as: (1) the narrow instrumental focus; (2) judgments and the criteria for making them are obscured; (3) variables considered as not measurable are eliminated or considered unimportant; (4) the evaluation is placed in a technical role; (5) elevates behavior as the ultimate criterion of every educational action; and (6) focuses on evaluation as a terminal process.

The thrust of dissatisfaction with the scientific approach to evaluation stems from two major concerns. First, educational practitioners point out that the long term nature of some program objectives makes observation impossible. For example, a program objective such as "to provide continuous and sequential development of the career decision making process" is not susceptible to observation at the time of program termination. Meaningful observations as to the attainment of such objectives can only be made after program termination when the consequences of career decisions are manifested. Secondly, practitioners point out that many program objectives - by their nature - are not susceptible to measurable operationalization. For example, an objective such as " to develop appreciations and understandings of democratic values which are inherent in our free enterprise system" is couched in terms that preclude full empirical verification of program objective attainment. Moreover, practitioners point out that inability to empirically observe the extent to which such objectives are attained reflects a shortcoming in evaluation methods not in the objective. That is, programs designed to bring about desired educational outcomes should focus primarily on social system needs, not on evaluation methodological constraints.

The approach to evaluation utilized by those people associated with the Caldwell Project was in general agreement with the approach advanced by Stufflebeam et. al. in a book entitled Educational Evaluation and Decision Making. (NOTE: Any reader interested in an evaluation of the Project that utilized a more traditional scientific methodological approach should see the third party evaluation reports listed as numbers 4 and 5 in the bibliography of this report.) Stufflebeam defines evaluation as "the process of delineating, obtaining, and providing useful information for judging decision alternatives". (p.xxv) It can be seen that the thrust of this approach is on providing information that will be useful in decision-making. In a word, evaluation is seen as a means to program improvement.

This approach views the evaluator as taking an interventionist role. That is, the evaluator is first and foremost an interventionist attempting to provide data which will lead to modification and, hopefully, improvement of the program. Data are utilized immediately by the decision-maker (e.g., project director) to execute changes within the system and, thereby, improve the operation of the program.

The need for evaluation to function as a vehicle for program improvement has often been overlooked or ignored by the traditional evaluator bent on imposing the antiseptic sterility of the laboratory on the real world. Such an approach may make for a fine experiment, but it does little to improve a program which is often not in its final form. (Aikin, p.5) The important point is that - in the final analysis - the worth of any educational program evaluation will be reflected in the extent to which the evaluation makes for improvement of program planning and program implementation which will, in turn, lead to "program improvement".

DIRECTOR'S CONCLUSION AND SUMMARY

Career education as developed in the Caldwell County Schools has provided a system for the professional staff to work with all community agencies, businesses, industries and persons with special interest to build a relevancy for the total educational process. This concept does not require additional facilities, personnel or funding. It can be worked into the instructional program without turning a planned curriculum upside down. Each classroom teacher can determine the extent and method for including the concept in the instructional program. This approach eliminates the fear of having to re-work teaching methods and curricula. It provides the flexibility necessary to keep the career activities current and relevant to occupations in the region. This concept also builds support for and interest for the educational program by all persons in the community since they have a feeling of participation in the educational process.

This concept provides the schools a method for:

1. Improving school attendance
2. Reducing the number of cases of truancy
3. Reducing the drop-out rate
4. Improving the overall educational climate for both teachers and students
5. Providing an illustration of realistic needs for specific subject material
6. Keeping the educational materials current
7. Providing the community with an understanding of the needs of the educational system
8. Providing the community with an opportunity to participate in the educational process

9. Building an appreciation for all occupations and aiding in the understanding of the educational requirements necessary for the success by both teachers and students

10. Providing a realistic approach for the development of individualized instructional materials

11. Improving student behavior and overall discipline in the schools

12. Improving educational attitudes and providing alternatives for achievement of educational objectives

Evidence to support that these developments have occurred is based upon individual conferences with students, parents, teachers, businessmen, and industrial leaders involved in the career education project. Supportive statistical data is also available in school records and attendance reports.

The infusionary approach to career education has proven successful for the target schools in Caldwell County.

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APPENDICES

APPENDIX A

THE MISSION OF CAREER GUIDANCE

The mission of career guidance is to assure the continuous provision for each student at all levels with those appropriate services, activities and programs which encourage his effective self development in learning about, preparing for, entering and progressing in, a career compatible with his needs, interests, abilities, aspirations, and opportunities.

A. K-3 Component of guidance

Guidance activities at the primary level are provided to assist each child in developing: a) an awareness of himself, b) an awareness of himself and his relationship with others, c) an awareness of the many facets of the world of work, d) independence and decision-making skills, 3) an attitude that work has dignity and value, and f) an attitude that leisure-time activities have importance in one's life.

1. Group guidance

    a. The counselor works with students in small group sessions using the following methods and techniques: play, art, verbal interaction, books, puzzles, kits, written responses, audio-visual media, role-playing, puppetry, etc.

    b. The counselor plans with the classroom teacher in developing activities which may be correlated with classroom activities.

    c. The counselor and classroom teacher periodically evaluate the group activities.

2. Individual guidance

    a. Individual counseling with students is an integral part of guidance activities but conducted only as special needs arise.

    b. Special needs may be identified by students, teachers, principal and parents.

    c. After analysis of the need, appropriate action is taken which may include making referrals to community agencies.

    d. The counselor informs teachers of developments concerning individual students which may influence the classroom situation by sharing appropriate pupil data with due regard to confidentiality and/or organizing and conducting conferences regarding a specific student.

3. Coordination

    a. The counselor provides in-service workshops for teachers to help them infuse career guidance into their classrooms.

c. The counselor and classroom teacher confer with parents concerning problems in the development of their child.

B. 4-6 Component of guidance

Guidance activities at the elementary level provide experiences which: a) develop a better self-image, b) increase ability to be independent and make decisions, c) develop personality traits that will help the child become a better citizen and worker, d) recognize the differences in his characteristics and interests and those of others, e) expand his acquaintance of the world of work into the larger communities of state, nation and world, f) develop a better understanding of the relationship between skills learned in the school setting and his own environment.

1. Group guidance

   a. The counselor works with students in small groups using games, puzzles, role-playing, verbal interaction, and sharing common concerns.

   b. The counselor works with students in small groups expanding their knowledge of careers by using filmstrips, tape cassettes, resource speakers, field trips and booklets.

   c. The counselor and classroom teacher periodically evaluate the group activities.

2. Individual guidance

   a. Individual counseling with students is an integral part of guidance activities but conducted only as special needs arise.

   b. Special needs may be identified by students, teachers, principal and parents.

   c. After analysis of the need, appropriate action is taken which may include making referrals to community agencies.

   d. The counselor informs teachers of developments concerning individual students which may influence the classroom situation by sharing appropriate pupil data with due regard to confidentiality and/or organizing and conducting conferences regarding a specific student.

3. Coordination

   a. The counselor provides in-service workshops for teachers to help them infuse career guidance into their classrooms.

   b. The counselor assists the librarian in selecting appropriate career information materials.

   c. The counselor and classroom teacher confer with parents concerning problems in the development of their child.

C. 7-9 Component of guidance

Guidance activities at this level are designed to help each child accept himself as he really is and help him to recognize and develop his potential. These activities help him to accept others as they are and to see himself in relation to others. Therefore, the individual becomes aware of his own feelings, desires and talents and can then better make realistic decisions.

The counselor's role includes that of counseling, consulting and coordinating.

1. Guidance

   a. Group guidance

      (1) The counselor interviews every student in the school. He is then assigned to a group according to the career he expresses interest in exploring. The counselor plans activities, i.e. resource speakers, field trips, discussion groups, etc., in order that each child may receive information concerning this career. It is important to help the child realize that any occupation is of worth and value and can make a contribution to society.

      (2) The counselor sets up group sessions with children referred by the principal and/or teachers. Goals to be reached are discussed with the students and teacher. Behavioral modification techniques are often employed to enable the children to develop a positive self concept. Role-playing is quite often used in these sessions. The counselor helps the teacher to understand the child's behavior. The counselor also helps the teacher to understand and to make adjustments in the classroom and in the curriculum to enable the child with a learning disability to control his behavior and to learn with less difficulty.

      (3) Group sessions are established where students have an opportunity to explore their feelings, their ideas, their talents, their interactions with others and to come to know and like themselves better. Role-playing is often employed as a technique when working with these students as well as the other groups.

   b. Individual guidance

      Individual crisis counseling occurs whenever a student is referred by the principal, teacher, or himself.

2. Coordination

   a. The counselor is available for help to the teacher to coordinate career activities with subject matter. The counselor aids in the selection of materials on various careers and makes suggestions for other resources such as speakers and field trips.

b. The counselor makes referrals, when needed, to other community agencies such as mental health and social services.

3. Consultation

a. The counselor works closely with teachers in order to meet the needs of each student. The counselor is available to the teacher for consultation about children with behavioral problems, learning problems, personality problems, etc.

b. The counselor assists the principal and classroom teacher in the placement of various pupils and as a consultant in other areas concerned with meeting the individual needs of students.

c. The counselor provides time for conferences with parents concerning their child or children.

D. 10-12 Component of guidance

The counselor assists all students in selecting and making necessary adjustments in preparing for careers which will insure placement upon leaving school in either a job and/or additional education.

1. Placement

a. The counselor assists students in selecting and enrolling in post-secondary education. This is accomplished by securing information on admission requirements, financial aid, and school catalogs for student use.

b. Students entering the world of work may need assistance from the counselor in getting a job. If they decide to enter the job market upon graduation, awareness of job opportunities should be provided for them. The counselor can initiate and complete this service by:

(1) locating students who are interested in employment either full time or part time.

(2) conducting a survey of employment needs in business and industry.

(3) informing the students of the job availibilities.

(4) using introductory or referral cards when sending a student for an interview. Information on these cards should include: a) the name of the business to be contacted, b) person to be contacted, c) student's name, d) name of the school, e) date of the interview, and f) counselor making referral.

(5) keeping records of past placements.

(6) establishing communication with local agencies.

(7) developing an effective public relations program.

(8) involving students in the operational procedures of the placement service.

2. Group guidance

The counselor assists each student in selecting occupational preferences through the use of career questionnaires, general interest surveys, resource speakers, career tapes, in writing career research papers, etc.

3. Individual guidance

Career exploration can be accomplished most efficiently through individual counseling. Students are permitted to confer with the career counselor during release periods, study halls and prior to or following the school day.

4. Coordination

a. The counselor is available for help to the teacher to coordinate career activities with subject matter. The counselor aids in the selection of materials on various careers and makes suggestions for other resources such as speakers and field trips.

b. The counselor makes referrals when needed to other community agencies such as mental health and social services.

5. Follow-up activities

A student questionnaire designed to determine the effectiveness of school functions, curriculum, and career activities are sent to all graduates enrolled the previous year. The time to do this is shortly after the fall term begins. Responses are then tabulated and results or suggestions could be incorporated in activities of the new school year.

6. Potential drop outs

The career counselor assumes the responsibility of doing everything possible to see that students remain in school to receive their high school diplomas or enroll in alternate high school programs. When a potential drop out has been identified, the counselor arranges a conference with the student for the purposes of re-evaluating his abilities, interests, and self image. The counselor informs the teachers involved with the student of his intent on leaving school.

E. 13-14 Component of guidance

Guidance activities at the community college and technical institute level provide experiences which: a) help students to use knowledge for the expansion of the whole personality, b) help students respond to others and themselves as human beings, c) individualize learning situations, d) implant, nurture, and extend students' drives, interests, and motives, so that college and community resources will be used to the maximum by students to achieve their educational purposes, both in and after college, e) implement the career education concept in classes and programs to provide the students with an opportunity to develop skills necessary for success in life.

1. Personalizing educational programs utilizing Cognitive Style Mapping

   a. Cognitive Style Mapping is a three hour evaluation which is administered by a counselor to all incoming freshmen to determine their strengths and weaknesses.

   b. Students receive the results of the test through group and individual counseling sessions.

   c. An analysis of the diagnostic test data by a student, counselor, and instructor can help place an individual in a learning situation which promotes his success.

   d. Various activities are provided to insure educational success.

      (1) Advancement Laboratory

      The advancement laboratory is designed for students who like to work alone rather than in groups. Students use programmed texts and other highly organized materials under the supervision of faculty members specially trained in individualized instruction techniques.

      (2) Library

         (a) Carrel arcades are provided which contain a variety of audiovisual resources. Students may review videotaped lectures, listen to audiotapes, view films, or study course materials on other audio-visual equipment.

         (b) The library is a place for independent study and research. It is a clearinghouse for a large variety of instructional packages, microfilms, special displays, and research materials in many forms.

         (c) Youth-Tutor-Youth

         Students who have already mastered course materials are trained by the professional staff to tutor others.

         (d) Seminars

         The student who prefers the dynamics of group interaction may participate in "rap" sessions with teachers and other students. Other students

students may prefer a seminar with a faculty member who presents more of a "fatherly" image and with whom they feel more comfortable and confident.

2. Computerized Vocational Information System (CVIS)

The basic purpose of the CVIS Project has been and is to provide students with a sophisticated tool with which to explore information about self, occupations, and educational opportunities.

a. Students are able to interact with an IBM 360 computer terminal which contains a cathode ray tube. This device display messages on a TV-like screen to which the student responds by typing on a typewriter-like keyboard. The "conversation" is carried on by the transmission of data from the cathode ray tube over a phone line to the central processing unit of the computer and back to the cathode ray tube. This process is instantaneous. The student may have a copy of any message which appears on the screen or of data sent directly from the computer by use of a complementary printer. Audio-visual materials can be used in conjunction with the computerized material, as in the case of the junior high vocational exploration program.

b. The exploratory experience is made personal to the student by the storage of his own career plans and by the "analytical" design of the computer's program.

3. Advisor-advisee System

Each student is assigned an advisor upon his entrance into the community college or technical institute. This system provides closer contact with students to provide career advice and academic help on an individual basis.

4. Student Orientation

Students are assisted in developing an understanding of the numerous opportunities available to him through the community college curriculum.

5. Mini-Courses

Students are encouraged to participate in a mini-course program which provides opportunities for exploratory activities in areas of individual interest.

APPENDIX B

JOB PLACEMENT FORMS

EMPLOYMENT REFERRAL

____

This will introduce _________________________

Who is a __________ at ____________________

Student is an applicant for position of: ________

and wishes to remain in employment at least 4 months or longer or at your requirements.

____

(STUDENT'S SIGNATURE)

To report for interview ______________________

Comments _________________________________

H. Duncan, Placement Coordinator

PERSONAL DATA SHEET

Student's Name

Personal Information

Age:
Date:
Date of Birth:
Social Security Number:
Height:
Weight:

Education

Grade:
Grade Average:
Courses Liked Most:
Courses Liked Least:

Technical Skills:
Typing Speed:
Shorthand Speed:
Business Machines:
Other Skills:

Future Plans

4-year College: Name of College
2-year College: Name of College
Trade School: Name of School
Employment: Type of Work

Work Experience

Name of Organization: How Long Employed?
Duties:
Name of Organization: How Long Employed?
Duties:

Class Schedule

Period	Subject	Room No.	Period	Subject	Room No.
1st			5th		
2nd			6th		
3rd			7th		
4th			Home Room No.		

If Placed in Employment:
Can you provide your own transportation to and from work?

DO NOT WRITE IN SPACE BELOW

Referral	Comments
Referral	Comments
Referral	Comments

APPENDIX C

EXAMPLES OF STUDENT ACTIVITY SHEETS

STUDENT ACTIVITY SHEET

GRADE LEVEL: Kindergarten

SUBJECT AREA: Social Studies (home helpers)

CAREER AREA: Home helpers

ACTIVITY: Acting out and guessing who is the helper.

APPROXIMATE COMPLETION TIME: 3 min. per helper

PREVIEW:

Discuss on earlier day, pictures of these helpers and what are their jobs.

EQUIPMENT:

Pictures of these helpers in the home.

INSTRUCTIONS:

Give each child a card or name of a helper which they must pretend role play. If the class can't guess the helper, the actor can give them a clue. Take turns until all the helpers have been fully identified for their jobs.

REVIEW:

Discuss each helper again and see if it is easier for the children to identify them.

OTHER JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL:

Any in which a certain job can be identified by a particular act.

COMMENTS:

These helpers can be used:

mother
father
brother
sister
grandmother
grandfather
uncle
aunt

STUDENT ACTIVITY SHEET

GRADE LEVEL: 1

SUBJECT AREA: Social Studies

CAREER AREA: Doctor, Nurse, Dentist

ACTIVITY: Making "Career, Riddles, Game"

TIME:

PREVIEW:

Discuss how to write a riddle

EQUIPMENT:

1. Folder
2. 5 x 8" cards

INSTRUCTIONS:

Write riddles about helpers in the neighborhood on one side of a card. Put the answer on the other side. Example:

> Who works hard and long
> to keep you well and strong? (DOCTOR)
>
> I wear a white dress. I help you
> when you come to see the doctor.
> I visit your school sometimes, too. (NURSE)

REVIEW:

1. Do students know what a riddle is?

2. Does this game help them to know more about Health Helpers?

OTHER JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL:

COMMENTS:

STUDENT ACTIVITY SHEET

GRADE: 2

SUBJECT AREA: Social Studies

CAREER AREA: Personal Service Occupations

ACTIVITY: Making and using a career research box

APPROXIMATE COMPLETION TIME:

PREVIEW:

Use this type activity as an introduction to related career units.

EQUIPMENT AND MATERIALS:

1. Kleenex box
2. Small paper rectangles

INSTRUCTIONS:

Use a kleenex box (the kind that opens on the side)
Write suggested careers to be studied in unit on pieces of construction paper.
Fold and put in the box. When a card is drawn, the student goes to the library and finds out all he can and writes it down to be shared with the class at a later date.

REVIEW:

Did this activity help students to become aware of personal services jobs available?

Did this activity help students to learn more about using the library?
Did this activity help students to learn how "to find out"?

OTHER JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL:

COMMENTS:

Add titles to research box as each unit is introduced.
Add seasonal research suggestions: Abraham Lincoln
George Washington
Christopher Columbus

(These are certainly in relation to careers)

STUDENT ACTIVITY SHEET

GRADE LEVEL: 3rd

SUBJECT AREA: Health

CAREER AREA: Nurse

ACTIVITY: Making a nurse's cap

APPROXIMATE COMPLETION TIME: 30 minutes

PREVIEW:

1. What are a nurse's duties?
2. Would you like to be a nurse? _____ Why or why not?

EQUIPMENT AND MATERIALS:

1. A sheet of white stiff paper 8" x 12"
2. Stapler and 2 hair pins

INSTRUCTIONS: (Check each item as completed)

___ 1. Fold over 1/3 of the paper lengthwise.

___ 2. Holding the 2 ends on the side that was not folded pull them around together and staple together.

___ 3. Pin it in your hair with 2 hair pins.

REVIEW:

1. How does a nurse get her cap?
2. Are there any men in the nursing profession?
3. Why do nurses wear white?

OTHER JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL:

COMMENTS:

STUDENT ACTIVITY SHEET

GRADE LEVEL: 4th

SUBJECT AREA: Science

CAREER AREA: Biologist

ACTIVITY: Observing, Drawing, and Labeling a Plant

APPROXIMATE COMPLETION TIME: 30 minutes

PREVIEW:

1. Do you think you would like to be a biologist?
2. Have you ever closely observed a plant?
3. Is it important for a biologists to make close observations?

EQUIPMENT AND MATERIALS:

1. Small plant
2. Magnifying glass
3. Drawing paper and pencil
4. Damp paper towel

INSTRUCTIONS:

1. Very carefully remove a small green plant from the ground in which it is growing.
2. Shake the dirt from the roots.
3. Place the plant on a piece of damp paper so it will not wither quickly.
4. Observe the parts of the plant. Use a magnifying glass to look closely at the roots and leaves.
5. Draw the plant you have examined.
6. Label the parts.

REVIEW:

1. Did you do a good job of observing the plant?
2. Is science important to this kind of job?

OTHER JOBS IN WHICH THIS INFORMATION WOULD BE USEFUL:

1. Farmer
2. Ecologist
3. Teacher
4. Forest Ranger

COMMENTS:

STUDENT ACTIVITY SHEET

GRADE LEVEL: 5th

SUBJECT AREA: Social Studies

UNIT OF STUDY: United States Enters World Affairs After 1945

CAREER AREA: Government employee

ACTIVITY: Writing secret messages

APPROXIMATE COMPLETION TIME: 40 minutes

PREVIEW:

1. Do you like to write messages to your friends? _____
2. Have you ever written a secret message? ______

EQUIPMENT AND MATERIALS:

1. Lemon Juice
2. Milk
3. Onion juice

INSTRUCTIONS: (Check each item as completed)

___ 1. Instead of using ink for writing, use lemon juice, onion juice, or milk.

___ 2. With a clean pen or brush, write your message on an ordinary piece of paper. As the writing dries, it becomes invisible.

___ 3. To read the message, your friend will hold the paper over a light bulb or radiator. The heat will make the writing turn brown.

REVIEW:

1. Why would a government relay secret messages? ________________
2. What might happen if some government secrets leaked out to the wrong persons?

OTHER JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL:

COMMENTS:

STUDENT ACTIVITY SHEET

GRADE LEVEL: 6th

SUBJECT AREA: Math and Social Studies

CAREER AREA: Census Taker UNIT OF STUDY: Government Workers

ACTIVITY: Research and doing some math

APPROXIMATE COMPLETION TIME: 60 minutes

PREVIEW:

1. Do you know what a Census taker does? ______If so, what?
2. Why do we have Census takers?
3. What are some of the things they need to know?

EQUIPMENT AND MATERIALS:

Encyclopedia or reference books of some kind, paper and pencil

INSTRUCTIONS: (Check each item as completed)

___1. Where does the word Census come from? (Look up)
___2. What does census of population have to do with the number of representatives we have in the House of Representatives?
___3. The first Federal Census was taken when?
___4. Name some of the Census Bureau's activities besides census of population.
___5. How many months are in a year?
___6. How many weeks are in a year?
___7. What is a decade?
___8. How many days in a year?
___9. What is a century?
___10. Find out how many members are in each sixth graders' families. (Take a census)

REVIEW:

1. Do you think a Census taker's job is important? __________
2. Is it a good idea to have a Census Bureau? _____________

OTHER JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL:

COMMENTS:

STUDENT ACTIVITY SHEET

GRADE LEVEL: 7th

SUBJECT AREA: Reading UNIT OF STUDY: Language Arts

CAREER AREA: Professional Baseball Player

ACTIVITY: Finding an article about a baseball player in the library.

APPROXIMATE COMPLETION TIME: 30 minutes

PREVIEW:

1. Have you ever met a professional baseball player? ________
2. What skills does it require to be a ball player? ________

EQUIPMENT AND MATERIALS:
Magazine article from library

INSTRUCTIONS: (Check each item as completed)

___1. Find an article about a baseball player and read it.
___2. Does the article mention the pressure to succeed that a player is under?
___3. Discuss with a friend and draw conclusions about the article you read.
___4. Tell your teacher 1 fact you learned from the article.

REVIEW:

Do you think that playing baseball professionally is more play than work?

OTHER JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL:

COMMENTS:

STUDENT ACTIVITY SHEET

GRADE LEVEL: 8

SUBJECT AREA: English

UNIT OF STUDY: Language Background

CAREER AREA: Genealogist

ACTIVITY: Looking for name origins

TIME: 1 hour

PREVIEW:

1. Do you know what your name means?
2. Do you know what language your name came from?

MATERIALS:

Dictionary with appendix or name origins.

INSTRUCTIONS:

1. Write down everyone's first name in this class. Put each name on a different line.

2. Find a dictionary that has name origins.

3. Look up each name.

4. Beside each name, write the language or country the name came from.

REVIEW:

1. Did you find where your name came from?

2. What language did most names come from?

OTHER JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL:

COMMENTS:

STUDENT ACTIVITY SHEET

GRADE LEVEL: High School

SUBJECT AREA: Math

CAREER AREA: Surveyor

ACTIVITY: Making and calibrating an odometer

APPROXIMATE COMPLETION TIME: 1 hour

PREVIEW:

1. What does an odometer measure?
2. Give an example of the use of an odometer.

EQUIPMENT AND MATERIALS:

3/4" x 2" x 4' piece of wood with a hole drilled in it
a piece of plastic cord 2" x 2"
Wheel
4" bolt
2 nuts
2 washers

INSTRUCTIONS: (Check each item as completed)

___1. Bolt the wheel on the wooden handle. After tightening, check to see that the wheel rotates freely on its axle.
___2. Attach a plastic cord to the wheel so that it snaps each time it passes the handle.
___3. Calibrate the odometer by the following method: Put a mark on the rim of the wheel. Carefully place this mark on a chalk point on the floor. Slowly roll the wheel along the floor until the mark is again on the floor. Mark this point, and measure the distance between the two points on the floor with a tape. This distance is the distance covered in one revolution of the wheel. Repeat this process several times and record on the handle the measurement that seems most nearly correct, as

1 revolution equals ________________inches.

REVIEW:

1. Measure the length of your classroom with the odometer and then measure it with a tape. Are your measures the same?_____
2. If not, you need to calibrate your odometer again.

OTHER JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL:

COMMENTS:

STUDENT ACTIVITY SHEET

GRADE LEVEL: High School

SUBJECT AREA: Math

CAREER AREA: Surveyor

ACTIVITY: Making and calibrating an odometer

APPROXIMATE COMPLETION TIME: 1 hour

PREVIEW:

1. What does an odometer measure?
2. Give an example of the use of an odometer.

EQUIPMENT AND MATERIALS:

3/4" x 2" x 4' piece of wood with a hole drilled in it
a piece of plastic cord 2" x 2"
Wheel
4" bolt
2 nuts
2 washers

INSTRUCTIONS: (Check each item as completed)

___1. Bolt the wheel on the wooden handle. After tightening, check to see that the wheel rotates freely on its axle.
___2. Attach a plastic cord to the wheel so that it snaps each time it passes the handle.
___3. Calibrate the odometer by the following method: Put a mark on the rim of the wheel. Carefully place this mark on a chalk point on the floor. Slowly roll the wheel along the floor until the mark is again on the floor. Mark this point, and measure the distance between the two points on the floor with a tape. This distance is the distance covered in one revolution of the wheel. Repeat this process several times and record on the handle the measurement that seems most nearly correct, as
1 revolution equals __________________inches.

REVIEW:

1. Measure the length of your classroom with the odometer and then measure it with a tape. Are your measures the same?_____
2. If not, you need to calibrate your odometer again.

OTHER JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL:

COMMENTS:

STUDENT ACTIVITY SHEET

GRADE LEVEL: High School Basic Math

SUBJECT AREA: Math

CAREER AREA: Lumber yard operator

ACTIVITY: Finding the number of board feet in pieces of lumber

APPROXIMATE COMPLETION TIME: 1 hour

PREVIEW:

1. What is one board foot?
2. What is the formula for finding board feet?

MATERIALS:

Ruler, pencil, several pieces of various sizes of lumber

INSTRUCTIONS: (Check each item as completed)

___1. Using your ruler or steel tape, get the length, width, and thickness of the first piece of lumber. Record below.
length ________ width ________ thickness ___________

___2. With these measurements, find the number of board feet in that piece of lumber.

___3. Repeat steps 1 and 2 for each piece of lumber, recording all data on this sheet.

REVIEW:

How is lumber priced?

OTHER JOBS IN WHICH THIS INFORMATION WOULD BE HELPFUL:

COMMENTS: